

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

13 - SG06 - H03
FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Cohort 2 - Year 3 of 3)
DIVISION: Academic Standards
OFFICE: School Improvement

SECTION II:

COUNTY: ☐ ☐
LEA/OTHER: ☐ ☐ ☐ ☐
SCHOOL: ☐ ☐ ☐

COUNTY NAME: Essex
Newark Public Schools

APPLICANT AGENCY
2 Cedar Street

AGENCY ADDRESS
Newark NJ 07102

CITY STATE ZIP

(973) 733-7333 (973) 733- 8811

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Kathryn Ballin

TELEPHONE NUMBER: (973) 733-8397 FAX#: (973) 733-6834 E-MAIL kballin@nps.k12.nj.us

BUSINESS MANAGER: Valerie Wilson PHONE#: (973) 733-8467 E-MAIL vwilson@nps.k12.nj.us

DURATION OF PROJECT: FROM: **9/1/2013** TO: **8/31/2014**

YEAR 3 TOTAL AMOUNT OF FUNDS REQUESTED: \$5,999,177

APPLICATION CERTIFICATION: *To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:*

AGENCY TITLE PAGE
SIGNED STATEMENT OF ASSURANCES
BOARD RESOLUTION TO APPLY
APPLICATION NARRATIVE*
BUDGET SUMMARY AND BUDGET DETAIL FORMS*
ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR State District Superintendent June 5, 2013
Cami Anderson TITLE DATE
(Please print or type name)

***FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

SECTION III:

SEND OR DELIVER APPLICATIONS TO:
NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 – PO Box 500 TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M., ON 06/12/2013

Form L-1

BOARD RESOLUTION TO APPLY

1	3	S	G	0	6	H	0	3
FY		NGO#				WKL		

The Newark Public Schools Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

for the purposes described in the application, in the amount of,

\$5,999,177.00,

starting on 9/1/2013, and

ending on 8/31/2014.

The filing of this application was authorized at the Board meeting held on,

_____, 2013

Secretary of the Board

Date 2013

Form L-2

STATEMENT OF ASSURANCES

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application, to include timely submission of all associated reports, fiscal and otherwise.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A*, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;

- (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
 - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, “Equal Employment Opportunity,” dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
 - Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
 - Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
 - Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
 - Has a current and complete registration in the System for Award Management (SAM), located at www.sam.gov, prior to the submission of this application, and shall maintain a current SAM registration throughout the period of the award.

In addition to the general NJDOE-required assurances specified above, we certify that the applicant, in complying with required US Department of Education SIG-specific assurances, will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.; and

- (6) Report to the SEA the school-level data required under section III of the final requirements.

Newark Public Schools

LEA

Signature: *Chief School Administrator*

June 5, 2013

Date

Cami Anderson,
State District Superintendent

Typed Name and Title

Form L-3

Documentation of Federal Compliance (DUNS/SAM) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant	<u>Newark Public Schools</u>
Address	<u>2 Cedar Street, Newark, NJ 07102</u>
DUNS number	<u>040740334</u>
Expiration Date of SAM registration	<u>7/28/2013</u>
Congressional District	<u>NJ - 10th Congressional District</u>

Part II – Primary Place of Performance under this award

City	<u>Newark, New Jersey</u>
County	<u>Essex</u>

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the System for Award Management (SAM) website, found at www.sam.gov, and shall maintain a current registration throughout the grant period.

Signature of Chief School Administrator

Cami Anderson, State District Superintendent
Name and Title

Form L-4

Date: June 5, 2013

Page ____ of ____

YEAR 3 PROJECT UPDATE

LEA : Newark Public Schools

Mission	The Newark Public Schools' mission is to develop a productive citizen who is distinguished in all aspects of academic endeavors and willing to challenge the status quo in our society. We are committed to ensuring that our policies and practices will prepare our students for a world that is increasingly diverse and knowledge driven. We expect our schools and classroom environments to be emotionally safe and intellectually challenging. We pledge to partner with parents, groups, and organizations that add support to the mission by changing hearts and minds to value education.
Vision	The SIG design for Newark Public Schools speaks to the recognition that there is an <i>urgency</i> to the work, meaning that dramatic and immediate change must occur as evidenced by significant achievement gains within the three years of the project; that the schools must operate differently and be supported in their vision; that the district lacks the financial capacity to operationalize the dramatic change, and must therefore, support schools in identifying exceptional building principals as well as high-capacity providers with experience in turnaround efforts. In addition, the district itself must support the urgency and criticality of the turnaround process by empowering operational decision-making (staffing, scheduling, budgeting, instructional strategies) at the school level.
Project Implementation Summary	<p>The Newark Public School's (NPS) School Improvement Grant (SIG) project has been designed to create school environments that are focused on ensuring student achievement.</p> <p>The LEA-level project activities that ensure drastic school turnaround include:</p> <ul style="list-style-type: none">• Assigning SIG schools to principal managers rather than geographic-based district Regional Offices. The principal managers provide targeted support to SIG schools to promote and facilitate turnaround success.• Actively engaging the Newark Teacher's Union (NTU) and the City Association of Supervisors and Administrators (CASA) in all aspects of school improvement planning. To that end, joint Memorandums of Understanding (MOU) between the district and NTU have been signed affirming the commitment to effect dramatic change in student achievement through flexibility in structuring Extended Learning Time based on the needs of students.• The SIG Project Director, NTU, CASA, and the Superintendent collaborate to refine and institutionalize evaluation criteria for principals and teachers. The teacher evaluation instruments are compiled digitally and managed online, and the resulting database is regularly analyzed to identify performance trends and correlations.

- The SIG High Schools have been designated as district “Turnaround/Renew Schools,” with additional flexibility in staffing, scheduling and resources. Barringer High School will operate as two smaller schools within the Barringer facility, while West Side will continue under the leadership of a single, newly appointed, principal. Research confirms that successful schools all share five winning ingredients:
 - Great School Leader
 - Excellent Teachers
 - Clear Mission and Vision
 - Safe Building with Flexible Resources
 - Engaged Students and Families

The idea behind “Renew Schools” is to start over and create from the ground up a school with all FIVE key ingredients. To that end, new principals have been identified to lead the high schools and current staff members have been invited to reapply for positions in the schools. The expectation is that approximately half of the current staff at each school will be replaced. In addition, the district has committed to do the following to ensure our Renew Schools are successful:

 - Excellent Staff – Schools with an excellent principal and teachers, who are not only effective but are a great fit for the mission and vision of the school, achieve breakthrough results for students. All Renew schools:
 - Have an excellent principal selected through a competency-based process.
 - Select teachers through a citywide hiring process that will ensure the right people get to the right schools.
 - Offer incentives to ensure our students who need the best staff get them. Staff will be eligible for an initial “signing bonus” with the ability to earn additional incentives every year they stay in the school.
 - Social and Emotional Supports–Schools with a large percentage of students who live below the poverty level can succeed. It is the case; however that “high-needs” schools have to do more to ensure their students can excel. All Renew schools will:
 - Serve a healthy breakfast, lunch, and dinner/snack (as appropriate to school programming).
 - Offer evening and weekend opportunities for families to increase family involvement and/or take classes to bolster adult skills in literacy, math, and English Language.
 - Launch mentoring programs.
 - Be eligible for pilots to build school-wide culture and/or address social-emotional needs of individual students.
 - ***21st Century Learning Environments*** – The digital divide – the differential access that low-

	<p>income and high-income families have to technology – is just as costly to students as the achievement gap. All Renew Schools will have:</p> <ul style="list-style-type: none"> ▪ Fully infused technology with greater internet access and wireless capabilities. ▪ Increased access to computers with software aimed at reading and math acceleration and individualized learning. ▪ Access to emerging technology pilots that can accelerate student learning and family access. ▪ Safe, clean, and updated facilities. <ul style="list-style-type: none"> ○ <i>More Time on Task</i> – Students who are behind need more time to catch up. More time on task can be an important element to get results if it is used well. All Renew Schools will: <ul style="list-style-type: none"> ▪ Explore opportunities to extend the school day and/or year in ways that make the biggest difference for students. • In concert with the NTU, the district has established the following in support of the Renew School initiative: <ul style="list-style-type: none"> ○ Flexibilities <ul style="list-style-type: none"> ▪ Schools identified as Turnaround Schools shall receive waivers from certain provisions of the CBA. No waiver request may be sought from salary guides, fringe benefits, holidays, grievance procedures, transfer provisions, and seniority provisions. ▪ For each school, NPS will choose among the following waiver templates: <ul style="list-style-type: none"> • A – High School without additional instructional minutes • B – High Schools with additional instructional minutes • C – Elementary School without additional instructional minutes or • D – Elementary Schools with additional instructional minutes <p>These templates have been selected because they currently exist as successful examples in NPS.</p> ▪ Waivers that seek to amend Waiver A, B, C, and D are subject to approval by the Superintendent and the NTU President. Approval shall not be unreasonably withheld and an explanation of denial is required in writing. In the event either party feels a waiver has been unreasonably withheld, the District and NTU will work to resolve it. ▪ In high schools with a student population of 925 or more, the average daily teaching load for each teacher shall not exceed the average daily teaching load in NPS conventional high schools. ○ Election to Work Agreements <ul style="list-style-type: none"> ▪ Election to Work Agreements to be disseminated by NPS after consultation with NTU will further specify expectations and requirements at each school but will be consistent with the waiver template chosen. ▪ Staff may choose to sign the Election to Work Agreements or apply for other vacancies within NPS. ○ Designation
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	<ul style="list-style-type: none">▪ In designating Turnaround Schools, NPS considers a variety of data points including but not limited to the following: enrollment patterns over time, proficiency over time, and growth over time.▪ NPS will consult with the NTU on the number of schools it designates as Turnaround Schools. NPS will designate a maximum of ten (10) schools as Turnaround Schools each year for the duration of this contract.
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Form L-5

Date: June 5, 2013

Page ____ of ____

SCHOOLS TO BE SERVED

LEA : Newark Public Schools

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority school the LEA commits to renew. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II
1.	Barringer High School	13	3570	027	341134002190		X
2.	West Side High School	13	3570	034	341134002208		X
3.	Avon Avenue School	13	3570	051	341134002232		X
4.							
5.							
6.							
7.							
8.							

Form L-6

Date: June 5, 2013

Page ____ of ____

LEA UPDATE OF COMMITMENT AND CAPACITY

LEA : Newark Public Schools

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity #1 – Management of External Providers

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
Recruit, screen, and select external providers to ensure their quality: The LEA process to recruit, screen and select external providers	Providers listed in Year 2 Implementation Description continued to provide services to schools. Focus was given during the 2012-2013 year to instructional practices – their refinement and alignment with NJCCCS and the Common Core.	The focus of the 2013-2014 year continues to be instructional practices in alignment with NJCCCS and the Common Core, and on ways to assure endurance of improved practices beyond the grant cycle. Additional providers identified during year two or the pre-award period will be screened, and RFPs will be initiated prior to the beginning of the 2013-14 academic year	September 2013-May 2014
Management of the contracts of external providers in a timely fashion	Renewals of existing RFPs occurred prior to the beginning of the school year; new RFPs were issued and providers placed under contract in December, 2012.	Renewals of existing RFPs and the initiation of new RFPs, if needed, will occur prior to the beginning of the academic year.	September 2013
The LEA plan to evaluate the quality of external providers	Performance data (test and attendance data, graduation rates, disciplinary referrals, and other data as relevant) was collected to correlate external providers' interventions with enhanced outcomes for students.	Anecdotal, as well as performance, data (test and attendance data, graduation rates, disciplinary referrals, and other relevant data) will be analyzed to correlate external providers' interventions with desired student outcomes.	September 2013-August 2014

Activity 1: Barriers of Year 2 Implementation	Due to multiple transitions in project leadership prior to September 2012, delays occurred in securing some external providers.
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SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.			
Activity #2 – Alignment of Resources			
Evidence of Implementation Sample Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
Align other resources with the interventions: The clear alignment of resources	District resources such as common RFPs for job-embedded professional development, extended learning time, and external consultants were identified and provided to school leaders.	Common RFPs for job-embedded professional development, extended learning time, and external consultants again will be provided to school leaders. Clarification of SIG-specific responsibilities will be provided to SIG school leaders and support personnel prior to the opening of school.	September 2013- October 2013
Alignment with the NJCCCS	The SIG Project Director collaborated monthly with providers and instructional leaders to ensure that district and SIG resources were aligned to NJCCCS.	The SIG Project Director will continue to collaborate monthly with providers and instructional leaders to ensure that district and SIG resources were aligned to NJCCCS / Common Core.	September 2013- August 2014
Use the funds to accomplish the activities in the application and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources	SIG personnel (SIG Project Director, SIG Accountant, and SIG Master Teacher) continued to provide technical support to schools as they reassess and reconfigure resources to align to their vision and mission.	SIG personnel (SIG Project Director, SIG Accountant, and SIG Master Teacher) will continue to provide technical support to schools via monthly visits, as well as on an "as needed" basis.	September 2013- August 2014
Other funding	A Title 1 set-aside supported parental involvement, which allowed the school to extend their efforts to include the community in activities with the goal of developing both academic and social-emotional skills.	Title 1 funds have been set aside for parent involvement activities, in addition to the Title 1 funds that are blended into the general school budget. These funds will augment SIG funds and will continue beyond the grant period to sustain activities begun under the SIG project. In addition, the school's status as a Renew school gives it access to foundation funds solicited by the district to support renew efforts.	September 2013- August 2014

Activity 2: Barriers of Year 2 Implementation	The updated list of pre-approved providers was finalized in December, resulting in some contracts being delayed
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SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.			
Activity #3 – Modification of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight			
Evidence of Implementation Sample Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively (Teacher & Principal Evaluation) Practices and policies that will enable the leadership of the school to implement the interventions	Extended learning time compensation continued to be submitted electronically, resulting in timely processing. The workflow for SIG-funded purchase order approvals was revised in response to audit recommendations. The revised teacher evaluation framework was published January 2013. The website, NewarkExcels.org, was expanded to include evaluation resources. Administrators and teachers were trained in the new teacher evaluation rubric.	Extended learning time compensation will continue to be submitted electronically. The workflow for SIG-funded purchase order approvals will continue as established in response to audit recommendations. The website, NewarkExcels.org, will include expanded resources for evaluator and evaluatee. Administrator and teacher training in the new teacher evaluation system will continue.	September 2013-August 2014
District level staff assignments to implement the interventions Involvement of LEA stakeholders in decision making	The SIG Project Director continued to collaborate with schools and coordinated support from district staff. The SIG Accountant provided budgeting and financial support to the SIG Project Director and schools. The SIG Master Teacher provided support to the SIG Project Director and worked closely with schools in procurement and instructional support. The SIG Project Director provided updates to all stakeholders, and facilitated monthly SIG site visits.	The SIG Project Director will continue to collaborate with schools and district staff through monthly site visits and ongoing updates to all stakeholders. In the monthly meetings the LEA staff and school-based staff will discuss all aspects of academic improvement, district, operational support, and SIG-specific initiatives, with representatives of the Office of Special Education, Title I, and Facilities as needed. Also in the SIG onsite visits principals will identify barriers to implementation, and SIG personnel will problem solve with Central Office personnel and/or external providers to ensure systemic support of turnaround efforts.	September 2013-August 2014

		The SIG Accountant and SIG Master Teacher will assist the SIG Project Director in providing updated budgeting and financial training specific to the SIG Project and ongoing support for procurement and expenditure of SIG resources.	
Process for making collaborative decisions	The SIG Project Director continued monthly onsite visits dedicated to academic improvement. SIG personnel continue to work with Central Office to ensure systemic support of turnaround efforts. The DEPAC committee advised evaluation reform for teachers and principals, ensuring stakeholder input in turnaround efforts. The SIG Project Director works with NTU and CASA to ensure stakeholder support and to eliminate barriers to implementation.	The SIG Project Director will continue monthly onsite visits dedicated to academic improvement. SIG personnel will work with Central Office to ensure systemic support. The DEPAC committee will continue to collaborate on evaluation reform for teachers and principals. The SIG Project Director will work with NTU and CASA to ensure stakeholder support in turnaround efforts and to eliminate barriers to implementation.	September 2013-August 2014
Involvement of other critical stakeholders, such as the other State and local leaders (<i>e.g.</i> , business, community, civil rights, and education association leaders); parent, student, and community organizations (<i>e.g.</i> , parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education	NJIT continued collaboration with Central HS; however, school administration were not satisfied with the quality of services provided and terminated the partnership prior to the end of the grant year. Seton Hall University, Rutgers University-Newark, University of Medicine and Dentistry of NJ, NJ After 3, NJPAC, and other community-based organizations continued to support SIG schools' turnaround efforts.	Seton Hall University, Rutgers University-Newark, University of Medicine and Dentistry of NJ, NJ After 3, NJPAC, and other community-based organizations and foundations will continue to provide support to the SIG schools to maximize turnaround efforts.	September 2013-August 2014
LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools	The SIG Project Director collaborates with the principal and Central Office staff to remove barriers to implementation. The SIG Project Director continued monthly onsite visits devoted to support for academic improvement as well as modification of operational policies and programs to support SIG initiatives. Extended learning time compensation is	The SIG Project Director will continue collaboration with principals and Central Office staff to streamline implementation. The SIG staff will continue monthly onsite visits to support academic improvement and operational efficiency. Extended learning time compensation will be submitted electronically to ensure timely processing of supplemental pay.	September 2013-August 2014

	submitted electronically to ensure timely processing of payment to employees.		
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Activity 3: Barriers of Year 2 Implementation	Due to multiple transitions in project leadership prior to September 2012, interaction among stakeholders was, in some cases, established after the beginning of the grant year.
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SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.			
Activity #4 – Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, evaluation of principal			
Evidence of Implementation Sample Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
The Internal District Team supports the school	The SIG Project Director continued to collaborate with principals and each level of Central Office support to remove barriers to implementation of programs, through monthly onsite visits. Academic improvement, operational support, and SIG-specific initiatives were discussed. SIG personnel continued to problem solve with Central Office to ensure systemic support of turnaround efforts. Administration worked with the SIG Project Director to ensure support of SIG schools. Extended learning time compensation was submitted electronically to ensure timely processing of payment.	The SIG Project Director, SIG Master Teacher, and SIG Accountant will continue their close collaboration with SIG school personnel, with the primary aim of supporting implementation and minimizing barriers to successful operation. Supplemental compensation will continue as a digital process, so that employees are paid in a timely fashion.	September 2013-August 2014
LEA-level activities designed to support implementation of the selected models	The SIG Project Director continued to collaborate with principals and each level of Central Office support to remove barriers to implementation of programs, through monthly onsite visits. Academic improvement, operational support, and SIG-specific initiatives were discussed. SIG personnel continued to problem solve with Central Office to ensure systemic support of turnaround efforts. Administration worked with the SIG Project Director to ensure support of SIG schools.	The LEA will provide general and targeted assistance to the SIG schools, through monthly principals' institutes as well as network activities specifically tailored to the goals and needs of each school. The LEA's Renew School program complements and enhances the school turnaround models being implemented in the SIG schools. In concert with the NTU, the district has established in support of the Renew School initiative: Flexibilities	September 2013-August 2014

		<ul style="list-style-type: none"> ▪ Schools identified as Turnaround Schools shall receive waivers from certain provisions of the CBA. No waiver request may be sought from salary guides, fringe benefits, holidays, grievance procedures, transfer provisions, and seniority provisions. ▪ For each school, NPS will choose among the following waiver templates: <ul style="list-style-type: none"> A – High School without additional instructional minutes B – High Schools with additional instructional minutes C – Elementary School without additional instructional minutes or D – Elementary Schools with additional instructional minutes <p>These templates have been selected because they currently exist as successful examples in NPS.</p> <p>Election to Work Agreements</p> <ul style="list-style-type: none"> ▪ Election to Work Agreements to be disseminated by NPS after consultation with NTU will further specify expectations and requirements at each school but will be consistent with the waiver template chosen. ▪ Staff may choose to sign the Election to Work Agreements or apply for other vacancies within NPS. <p>Designation</p> <p>In designating Turnaround Schools, NPS considers a variety of data points including but not limited to: enrollment</p>	
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		patterns over time, proficiency over time, and growth over time.	
Development and use of data systems	Professional development was provided for school-based administrators via district technology, Central Office staff, and testing/evaluation supervisors. A web-based performance management system was used to collect teacher observation data, identify trends, inform school and district-level decision making, and identify professional development. Quarterly cohort reviews were conducted by district and school-based administrators to track attainment of turnaround measures.	The LEA will continue to provide training and material resources to all schools, including SIG schools, to expand capacity to gather, organize, interpret, and respond to data. The SIG project director, master teacher, and ELT coordinator will continue to collaborate with school administrators as they implement more robust data collection and management systems.	September 2013-August 2014
The district's system to conduct classroom walkthroughs	SIG personnel conducted classroom walkthroughs to review progress in implementation of ELT, and as requested by the Principal.	Systematic, targeted classroom walkthroughs will be organized to collect data on routine instructional practice as well as progress in turnaround efforts. As ELT/ILT has become more strongly integrated into the overall school day, ELT walkthroughs are no longer restricted to the school day after 3:00. Walkthroughs focus on four areas: School Culture, Program Design, Quality of Instruction, and Impact on Achievement and College/Career Readiness. ELT walkthroughs will be conducted near the beginning and the end of the school year, with at least one additional occurrence, as well as additional walkthroughs at the request of the principal to gather data on emerging needs or issues. The principal evaluation instrument includes an indicator, <i>tailored feedback and coaching</i> which relies upon multiple sources of data including walkthroughs.	September 2013-August 2014

<p>The district oversight responsibilities and role of CSA</p>	<p>The SIG Project Director continued to collaborate with principals to remove implementation barriers, through monthly onsite visits. Academic improvement, operational support, and SIG-specific initiatives were discussed. SIG personnel continued to problem solve with Central Office to ensure systemic support of turnaround efforts. Administration worked with the SIG Project Director to ensure support of SIG schools.</p>	<p>The SIG Project Director will continue to collaborate with principals through monthly onsite visits, and SIG personnel will continue to problem solve with Central Office to ensure systemic support of turnaround efforts. Administration will support SIG schools in collaboration with the SIG Project Director.</p>	<p>September 2013-August 2014</p>
<p>Support of the Teacher's Union</p>	<p>A Memorandum of Understanding was signed in Year 1 with Newark Teacher's Union to clarify expectations, particularly around hours of operation, extended hours for professional development, and involvement in required summer planning for the following school year. Plans for teacher training and summer institutes for students were established in accord with the Year 1 MOU. The collective bargaining agreement between the district and NTU includes teacher evaluation that includes measures of student outcomes.</p>	<p>Memoranda of Understanding with Newark Teacher's Union will continue to be honored. Plans for teacher training and summer institutes for students will continue in accord with the Year 1 MOU. Collaboration will continue with the Teacher's Union on implementation of the extended day at all campuses as a requirement of the SIG grant, and on resolution of emerging issues. In concert with the NTU, the district has established the following in support of the Renew School initiative:</p> <p>Flexibilities</p> <ul style="list-style-type: none"> ▪ Schools identified as Turnaround Schools shall receive waivers from certain provisions of the CBA. No waiver request may be sought from salary guides, fringe benefits, holidays, grievance procedures, transfer provisions, and seniority provisions. ▪ For each school, NPS will choose among the following waiver templates: <ul style="list-style-type: none"> A – High School without additional instructional minutes B – High Schools with additional 	<p>September 2013-August 2014</p>

		<p>instructional minutes</p> <p>C – Elementary School without additional instructional minutes or</p> <p>D – Elementary Schools with additional instructional minutes</p> <p>These templates have been selected because they currently exist as successful examples in NPS.</p> <ul style="list-style-type: none"> ▪ Waivers that seek to amend Waiver A, B, C, and D are subject to approval by the Superintendent and the NTU President. Approval shall not be unreasonably withheld and an explanation of denial is required in writing. In the event either party feels a waiver has been unreasonably withheld, the District and NTU will work to resolve it. ▪ In high schools with a student population of 925 or more, the average daily teaching load for each teacher shall not exceed the average daily teaching load in NPS conventional high schools. <p>Election to Work Agreements</p> <ul style="list-style-type: none"> ▪ Election to Work Agreements to be disseminated by NPS after consultation with NTU will further specify expectations and requirements at each school but will be consistent with the waiver template chosen. ▪ Staff may choose to sign the Election to Work Agreements or apply for other vacancies within NPS. <p>Designation</p> <ul style="list-style-type: none"> ▪ In designating Turnaround 	
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		Schools, NPS considers a variety of data points including but not limited to: enrollment patterns over time, proficiency over time, and growth over time.	
Support of School Board	The Newark Public Schools Advisory Board maintained their support for the SIG projects through agenda actions approving the application for SIG funding, acceptance of SIG funding and associated program activities, and commitment to providing operational flexibility to SIG principals in accordance with their proposed activities.	The Newark Public Schools Advisory Board has approved the year 3 applications and maintains their commitment to operational flexibility for SIG principals. In addition, the Board has entered into a new collective bargaining agreement to allow for waivers for “Renew” schools, including the SIG schools.	September 2013-August 2014
Evaluation of Principal and level of implementation	<p>NPS worked to design and implement a high-quality principal evaluation system. The aim of improving and redesigning the district's evaluation system is to have effective leaders in every school. The new evaluation system was designed using these guiding principles:</p> <ul style="list-style-type: none"> • Keep the high-level categories clear and concrete. • Directly related to student outcomes. • Focus on what is most important, not on everything a principal does. • Integrate with other reform initiatives and assure alignment with leadership standards. • Clearly differentiate levels of performance, so principals understand how they can improve. <p>Principals received training at monthly Principal Leadership Institutes on evaluation standards, and engaged in personal goal-setting as part of the evaluative process. Status scores for NJ-state mandated assessments (NJASK and HSPA) continued to inform principal evaluation.</p>	Principal evaluation will continue to be focused on performance in four areas: Teacher Quality, High-Quality Instruction, Culture of Excellence, and Transformational Leadership. Student outcomes, including tested and non-tested multiple measures, will continue to be considered as principal set growth targets and analyze their level of attainment of these targets. NPS expects to be able to share its understandings about principal quality and evaluation to inform the social, political, and economic domains.	September 2013-August 2014
Activity 4: Barriers of Year 2 Implementation:			

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.			
Activity #5 - SIG Required LEA Commitment - The requirements for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:			
Evidence of Implementation Sample Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
Selection of staff	MOUs with NPS and NTU support the ability to hire and retain staff committed to turnaround expectations for school performance. The SIG Project Director collaborated with Human Resources to ensure principals' autonomy in the selection of staff.	The new collective bargaining agreement, along with existing MOUs, will support autonomy of principals in selection and retention of staff. The SIG Project Director will continue to collaborate with HRS to assure principal autonomy.	September 2013
Scheduling	The SIG Project Director worked with Central Office personnel from the Offices of Transportation, Facilities, Budget, the School Business Administrator, Title I, and Food Services to provide support to SIG principals for scheduling flexibility, Central Office support, and autonomy at the school level.	The SIG Project Director will continue to work with Central Office personnel to provide support to SIG principals for scheduling flexibility and autonomy at the school level. SIG staff will support principals' efforts to sustain reform subsequent to the grant period.	September 2013
Budgeting	The SIG Project Director worked with the Chief Financial Officer and Budget Office to ensure responsiveness to SIG principals' budgetary needs and to keep principals informed of their evolving budget status and any approaching conflicts.	The SIG Project Director will continue to work with the Chief Financial Officer and Budget to ensure that SIG principals receive adequate support, and appropriate autonomy, to sustain dramatic turnaround measures.	September 2013
Greater accountability for results	District leadership worked with a number of partners to build a customized teacher observation system, <i>Newark Public Schools Framework for Effective Teaching</i> , that incorporates existing research- and evidence-based rubrics. The revised rubric was implemented across all schools.	The <i>Newark Public Schools Framework for Effective Teaching</i> will continue to be used to inform the observation-evaluation cycle. The Newark Excels website is continually updated to provide educators with resources and tools to reflect on and improve their instructional practice.	September 2013- August 2014
Selection of professional development services and providers	School principals and school-based teams evaluated providers based on the success of their professional development. The SIG	School principals and school-based teams will continue to evaluate providers based on the success of their professional	September 2013 - December 2013

	Project Director used monthly onsite visits to collect information about the role and results of professional development providers.	development. The SIG Project Director will continue onsite visits including dialog about providers.	
Followed requirements of federal and state statute and regulations regarding bid and competitive contracting.	The SIG Project Director worked directly with the Directors of Budget and Purchasing to ensure that successful contracts were renewed in a timely manner and that federal and state statutes and regulations for competitive contracting were followed for new RFPs.	The SIG Project Director will continue to work with the Directors of Budget and Purchasing to advocate timely renewal of successful contracts and assure that federal and state statutes and regulations for competitive contracting are adhered to for new RFPs.	September 2013- August 2014
Activity 5: Barriers of Year 2 Implementation	In February, the district announced that two SIG schools would undergo reorganization under the Renew Schools initiative, shortly followed by a directive that the position of high school department chair (content-specialized administrators) would be abolished effective June 30, 2013. Uncertainty about leadership and organizational structure limited current principal's autonomy in the affected SIG schools. In one case, the West Side principal was removed in early April, and therefore was not available to complete her planned activities. Her replacement was not confirmed until late May and was not sure of her plans for the school. In the other case, the principal was permitted to remain at the school until the end of the school year; however, she did not learn until late May whether she would be transferred to another school, nor who would be teaching the following year, which created difficulties in implementing planned staff development activities.		

Form L-7

Date: June 5, 2013

Page ____ of ____

LEA ACTIVITY PLAN

LEA : Newark Public Schools

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Activity 1: Management of External Providers

SMART Goal:	By September 2013, LEA will have updated written guidelines for solicitation and intake of providers, purchase of goods and services, and approval of field trips.
Measurable Effectiveness Data:	1. Clear written guidelines for the above actions will ensure that turnaround efforts are executed efficiently. 2. Clarity among all parties regarding procurement procedures will reduce denials of purchases by 75% over the previous year and assure timely expenditures, including full expenditure of non-payroll budget lines by June 1, 2014.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Analyze and update existing SIG handbook.	SIG Project Director SIG Master Teacher	NPS Policy Manual SIG handbook	Procurement forms / templates.	<input type="checkbox"/>			
2	Refine guidelines to accompany existing forms, or develop new forms and procedures.	SIG Project Director SIG Master Teacher	NPS Policy Manual	Written guidelines aligned to standardized procedures.	<input type="checkbox"/>			
3	Provide training and assistance in executing procurement procedures.	SIG Project Director Purchasing School Clerks	Peoplesoft Financials	Requisitions, travel requests, field trips processed in a timely manner	<input type="checkbox"/>			
4	Collaborate with Central Office and Principals to ensure the needs of the school are met.	SIG Project Director Principals	Principal Follow-Up	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Solicit common RFP to include job-embedded professional development, extended learning time, and other services.	SIG Project Director Purchasing	RFPs	RFPs	<input type="checkbox"/>			
6	Renew existing RFPs, as needed. Provide list of pre-approved providers by September.	SIG Project Director Purchasing	Contracts	Contracts	<input type="checkbox"/>			
7	Evaluate external providers using attendance /assessment data and disciplinary referrals to ensure positive impact on student outcomes.	SIG Project Director Purchasing Principals	Peoplesoft Financials Student Information Systems	Contracts	<input type="checkbox"/>		<input type="checkbox"/>	
8	Collect and collate anecdotal data to correlate external providers' interventions with desired student outcomes	SIG Project Director SIG Master Teacher Principals District data team	Solicited and unsolicited communications relevant to external providers' effectiveness.	Log of anecdotal observations and outcomes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
Activity #2: Alignment of Resources								
SMART Goal:		LEA will support schools in the development of efficient operations and procedures, both administratively and instructionally, to ensure increased emphasis on the academic advancement of the school's program.						
Measurable Effectiveness Data:		1. Teachers, providers, and all compensation recipients receive payment within one payment cycle of services. 2. RFPs are renewed within 60 days of the beginning of the grant year, and requisitions are processed within a 60 day window. 3. Time reports are submitted on or before established bi-weekly due dates, with less than 5% in back pay requests.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Solicit common RFP to include job-embedded professional development, extended learning time, and other services.	SIG Project Director Purchasing	RFPs	RFPs	<input type="checkbox"/>			
2	Create RFPs for Extended Learning Time, job-embedded professional development, and external providers, as needed.	SIG Project Director Legal Purchasing	Rules and Regulations for the RFP Process Planning Meeting	RFPs	<input type="checkbox"/>			
3	Collaborate with principals to ensure school operations and procedures adhere to state and federal requirements.	SIG Project Director Legal	Planning Meeting Operations Manuals	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Collaborate with district personnel, local universities (including Rutgers University-Newark, Seton Hall, Montclair State, NJIT, and Essex County), and organizations to align resources (Federal, State, and local sources).	SIG Project Director Director of Grants	Planning Meeting	Electronic Documentation	<input type="checkbox"/>		<input type="checkbox"/>	
5	Collaborate with providers and Central Office instructional leaders to ensure that all district and SIG resources are aligned to Common Core / NJCCCS.	SIG Project Director External Providers Principals	Academic Services	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>		
6	Collaborate with providers and Central Office personnel to ensure that Title 1 resources support and are aligned with SIG activities.	SIG Project Director SIG Master Teacher Principals	Office of Title 1	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
Activity #3: Modifications of policies and practices, district support, stakeholder involvement, decision making, grant administration and oversight. Include teacher and principal evaluation.								
SMART Goal:		LEA will ensure adequate support for schools' turnaround efforts by quarterly review and revision, if needed, of policies and procedures that support schools functionally.						
Measurable Effectiveness Data:		1. District policies and procedures are revised as needed to provide autonomy and support for schools in turnaround efforts. 2. Principals report in quarterly reviews that district practices promote, and do not impede, turnaround efforts.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Quarterly review and revise, if needed, district-wide practices and/or policies that enable effective and full implementation of SIG interventions.	SIG Project Director Purchasing Payroll Facilities	NPS Policy and Practices NPS Reporting Requirements Bulletins	Revised NPS Practices and Policies, as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Cooperate monthly with Principals, SIG Accountant, SIG Master Teacher, NTU, CASA, and various district support personnel to ensure that all stakeholders contribute to collaborative decision-making.	SIG Project Director Principals	Planning Meeting	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Conduct monthly SIG onsite school visits with Principals (and District personnel, as needed) to discuss academic improvement and operational support for schools.	SIG Project Director Budget Purchasing Principals	Planning Meeting	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Collaborate and involve community organizations, parent-teacher associations, institutions of higher education (Montclair State, Rutgers University-Newark, William Paterson, Seton Hall, and Essex County College), and education associations (NTU, CASA, AFT) in SIG implementation.	SIG Project Director Principals External Partners and Organizations	Planning Meeting	Electronic Documentation	<input type="checkbox"/>		<input type="checkbox"/>	
5	Ensure that all facilities have resources and space to allow the school to function as designed to support the needs of students.	SIG Project Director Principals	Facilities Staff Instructional Tech. Staff	Electronic Documentation Facilities Walkthrough with Principal Notes	<input type="checkbox"/>			
6	Maintain the system for electronic time reporting to compensate teachers and staff for extended learning time.	SIG Project Director Payroll Principals	Planning Meeting	Electronic Time Reporting Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7	Continue to refine teacher observation system using research- and evidence-based rubrics. Incorporate SGP into evaluations for educators in tested grades and subjects.	SIG Project Director NPS Talent Department TNTP	Design Meetings Newark Excels Site	Teacher Evaluation Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Refine and customize performance management system to support both observations and student learning components of teacher and principal evaluation, and link to professional development resources.	Special Assistant for Teacher Quality TNTP NPS Talent Department	Quarterly Meetings	Performance Management System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
Activity #4: Internal District Team support, development and use of data systems, classroom walkthroughs, association support, BOE support, and evaluation of principal								
SMART Goal:		LEA will ensure regular communication of data on performance evaluation, student outcomes, and efficacy of operational and instructional practices among all stakeholders.						
Measurable Effectiveness Data:		1. Evaluation and walkthrough data are updated in real time and available to all stakeholders. 2. Professional development offerings are aligned to data trends revealed by the performance management system.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Conduct monthly SIG onsite school visits with Principals (and District personnel, as needed) to discuss academic improvement and operational support for schools.	SIG Project Director Budget Purchasing Principals	Academic Services Staff	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Conduct professional development, as needed, for school-based administrators (principals and vice principals) utilizing the online teacher evaluation system to monitor progress and identify school trends.	SIG Project Director NPS Talent Department Principals	User’s Guide for Launch system	Electronic Documentation	<input type="checkbox"/>		<input type="checkbox"/>	
3	Continue extended learning time walkthroughs (a minimum of three walkthroughs per school per year at varied times of day) to inform district support personnel of SIG implementation.	SIG Project Director Principals Academic Services	ELT Rubric Effective ELT Document	Walk-Through Evaluation Quarterly Reports Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Refine the principal evaluation tool, as needed, based on stakeholders’ feedback and statistical analysis of results.	NPS Talent Department TNTP Unions	Design Meetings	Principal Evaluation Data	<input type="checkbox"/>		<input type="checkbox"/>	
5	Conduct evaluator training for principals and vice principals, if applicable, on norming, best practices, situational leadership, and school turnaround driven by evaluation.	SIG Project Director Office of Staff Development	Professional Development Sessions	Sign-In Sheets	<input type="checkbox"/>		<input type="checkbox"/>	
6	Maintain the system for electronic time reporting to compensate teachers and staff for extended learning time.	SIG Project Director Payroll Principals	Design Meetings	Electronic Time Reporting Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Continue to refine teacher observation system using research- and evidence-based rubrics. Incorporate SGP into evaluations for educators in tested grades and subjects.	SIG Project Director NPS Talent Department TNTP	Design Meetings Newark Excels Site	Teacher Evaluation Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Continue to develop the NewarkExcels.org website to expand evaluation resources.	NPS Talent Department TNTP	Design Meetings	Site Map	<input type="checkbox"/>			
9	Refine and customize performance management system to support both observations and student learning components of teacher and principal evaluation, and link to professional development resources.	Special Assistant for Teacher Quality TNTP NPS Talent Department	Quarterly Meetings	Performance Management System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Provide updates to all stakeholders regarding extended learning time and school turnaround efforts.	SIG Project Director Communications	Advisory Board Meetings	Quarterly Updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG Required LEA Commitment & Capacity - Provide information demonstrating the following: the LEA’s commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.								
Activity #5 - SIG Required LEA Commitment - The requirements call for greater school-level autonomy and more flexibility for the leadership (principal) of the school including:								
SMART Goal:		LEA will ensure school maintains autonomy in staffing, choice of instructional resources, and operations to maximize focus on increasing the graduation rate and enhancing the effectiveness of the learning models.						
Measurable Effectiveness Data:		1. Schools hire and retain highly qualified instructional staff, recruited based on their interest and commitment to the learning model for which they were hired. 2. LEA provides school with instructional resources and allows school-based leadership to determine how they should be deployed for greatest impact on turnaround efforts.						
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Collaborate with Human Resources to promote principal autonomy in staff selection.	SIG Project Director Human Resources	Meetings	Transfer Lists Electronic Documentation	<input type="checkbox"/>		<input type="checkbox"/>	
2	Collaborate with Central Office personnel to provide adequate support and principal/SLC autonomy in the school year calendar or length of school day for Extended Learning Time.	SIG Project Director Transportation Facilities Budget Food Services Principal	Planning Meeting	School Calendar School Day Schedule	<input type="checkbox"/>			
3	Conduct monthly SIG onsite school visits with Principals (and District personnel, as needed) to discuss academic improvement and operational support for schools.	SIG Project Director Budget Purchasing Principals	Planning Meeting	Electronic Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Continue to refine observation system using research- and evidence-based rubrics. Incorporate SGP into evaluations for educators in tested grades and subjects.	SIG Project Director NPS Talent Department TNTP	Design Meetings Newark Excels Site	Teacher Evaluation Rubric Principal Evaluation Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Continue to refine the evaluation rubric for extended learning time that includes innovation in instruction as a metric.	SIG Project Director Principals	Meetings ELT Walkthrough Data	Evaluation Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Solicit common RFP to include job-embedded professional development, extended learning time, and other services.	SIG Project Director Purchasing	RFPs	RFPs	<input type="checkbox"/>			

School Section

School Section
S-1: Cover Page and Statement of Assurances
S-2: Documentation of Federal Compliance (DUNS/SAM) Form
S-3: Year 3 Project Abstract
S-6: Stakeholder Participation
S-5: Project Update
S-6: Project Description
S-7: Annual Student Targets
SIG Project Activity Plan Template
S-9 Budget Amounts and Narrative
S-10: Budget Form A: Personal Services
S-11: Budget Form B: Personal Services – Employee Benefits
S-12: Budget Form C: Purchased Professional and Technical Services
S-13: Budget Form D: Supplies and Materials
S-14: Budget Form E: Equipment
S-15: Budget Form F: Other Costs
S-16: LEA Budget Detail Form
S-17: Year 3 Budget Summary

Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE **COHORT 2 SCHOOL APPLICATION**

SECTION I:

NGO#: 13-SG06-H03 Title: School Improvement Grant

SECTION II, PART A:

	Internal use only	School Code	Type	Region	Sequence
School Name BRICK Avon Academy					
School Address 219 Avon Avenue					
School City, State, Zip Newark, NJ 07108					
Grade Span of School K-8					
		Charity Haygood 973-733-6750			
		School Principal Name Phone #			
		Kathryn Ballin			
		School Program Director Name			
		973-733-8397			
		School Program Director Telephone			
		973-733-6834 kballin@nps.k12.nj.us			
		School Program Director Fax/email			

Total amount of funds requested for school application: Year 3 \$2,000,000

Duration of the Year 3 project: 9/1/13 to 8/31/14

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

June 5, 2013
Date

Certification of Chief School Administrator

SECTION II Part B

The school application has been duly authorized by the governing body of the Newark Public Schools school district (county code 13, District Code 3570, School Code 220).

June 5, 2013
Date

Signature of Chief School Administrator

State District Superintendent
Title

Business Manager: Valerie Wilson Phone: 973-733- 8975 Fax: 973-733- 7161

Form S-1

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- The district and the school(s) will partner with the NJDOE's State Turnaround Coach assigned to the school to facilitate the implementation of the SIG program.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.
- Each school is fully committed to the implementation of all project activity plans as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Newark Public Schools
Applicant LEA

Signature: *Chief School Administrator*

BRICK Avon Academy
Applicant School

Signature: *Principal*

June 5, 2013
Date

Form S-2

Documentation of Federal Compliance (DUNS/SAM) Form

Note: this form must be completed and returned by the applicant school prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant	<u>BRICK Avon Academy</u>
Address	<u>219 Avon Avenue, Newark, NJ 07108</u>
DUNS number	<u>136661733</u>
Expiration Date of SAM registration	<u>7/28/2013</u>
Congressional District	<u>NJ – 10th Congressional District</u>

Part II – Primary Place of Performance under this award

City	<u>Newark</u>
County	<u>Essex</u>

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the System for Award Management (SAM) website, found at www.sam.gov and shall maintain a current registration throughout the grant period.

Signature of Chief School Administrator

Cami Anderson, State District Superintendent
Name and Title

Form S-3

Date: June 5, 2013

Revised: July 19, 2013

COHORT 2 - YEAR 3 PROJECT ABSTRACT

LEA : Newark Public Schools

Name of School: BRICK Avon Academy

Mission	Our mission is to Build Responsible, Intelligent and Creative Kids (BRICK). Through a globally minded curriculum, extended day program, individualized professional development, and community and family partnerships, Avon Elementary School provides students the opportunity to be college and life ready in an interconnected global society.
Vision	<p>Whole-Student Focus In order to close the achievement gap the whole student must be addressed: academic, physical and emotional health, and character development.</p> <p>Academic Environment An educational environment where the joy of learning and high expectations is the norm and children are empowered daily with rigorous material to become life-long learners.</p> <p>Team Value Stakeholders will foster an environment where staff members are committed, not compliant, to the mission of educating children. Creating an exceptionally professional, collegial, and stimulating environment where everyone has adequate support, a real voice, and the tools they need to be triumphant is essential to our school culture.</p> <p>Efficiency Operations of the school shall be separate from academics and shall run on a business model. This will allow teachers to concentrate only on academics and will ensure all resources are funneled into the classroom.</p> <p>Professional Development Research-based professional development will be differentiated and tailored to address student needs. Teachers will have ongoing support adjust their teaching to the learning needs of their students.</p>
Project Implementation Summary	<p>In August 2010, the Newark Public School partnered with Building Responsible Intelligent Creative Kids (BRICK), to turnaround Avon Avenue School, now known as BRICK Avon Academy. BRICK is a local teacher-grown, non-profit organization, devoted to building a strong public-private partnership with Newark Public Schools with the purpose of turning around consistently failing schools. This partnership was initiated as part of the district's <i>Great Expectations 2009-2013 Strategic Plan</i>.</p> <p>When Avon Avenue School became a SIG school in 2011, school leadership made the decision that the BRICK philosophy is congruent with the school community's vision and improvement plan, and therefore Avon would continue to be known as BRICK Avon and would continue to embrace a mission of Building Responsible, Intelligent and Creative Kids.</p> <p>The four core elements to Avon's approach are (1) core leadership team, (2) laser focus on teacher quality, (3) tailored instructional approach for each student and (4) community engagement.</p>

Core Team: BRICK Avon Academy recruits individuals who embody the necessary competencies required to be successful in turnaround schools. The team visits successful schools, attends professional conferences and participates in interviews with successful school leaders. Afterward the team becomes the core for school change from within

Teacher Quality: Avon's fundamental approach to teacher quality is concentration on the individual professional development of teachers. Each teacher is assigned a coach to support her development over the course of the year. The amount of coaching is modulated based on teacher performance; however, on average, a coach visits each classroom 2-3 times per week, models lessons, makes suggestions, and provides written feedback to the teacher. The coach and the teacher meet weekly to discuss written feedback, which is based on observational data and interim student assessment data. Coaches meet regularly, as well, to discuss school-wide trends and address whole-school professional development sessions.

Tailored Instruction: Students come to BRICK Avon with a wide distribution of skills. As a result, we must tailor the instructional approach to each child. BRICK Avon employs technology-enabled blended learning and small-group instruction in every classroom. This is possible because the school invests in new technology, especially in the early grades; plans units and lessons based on common core standards; adjusts instruction based on individualized data; and shortens the feedback loop to students to help them become self-directed.

Community Engagement: BRICK Avon views itself as a partner with the community. Throughout the school year, BRICK Avon hosts parent workshops centered on helping parents to engage with their children's academics, and parent / personal empowerment.

Based on an assessment of the needs of the school, BRICK Avon and NPS determined that the turnaround model was most suitable to recalibrate BRICK Avon Academy. In adopting this model and aligning it with the existing BRICK model, we are confident that, decades of failure can be reversed. A central component of the transformation of BRICK Avon Academy is a strong Response To Intervention (RTI) system. The RTI model provides a framework in which data inform educational decisions and judgments about interventions for remediation and acceleration of student learning. To enact the RTI program, the following were implemented:

Extended Learning Time

An extension of the learning time as indicated below:

- Extending the school day by 80 minutes for 185 days - 247 hours
- A two-week Summer Teacher Institute - 64 hours
- Providing each child at least two extended learning opportunities (Saturday excursions) - 12 hours

The following additional measures were initiated:

- Distributive leadership
- Job-embedded individualized professional development
- Infusion of technology to enhance instruction, including a robust data system
- Increased student engagement
- School embedded social services.

For year 3, Avon has been named a district Renew school, which allows for added flexibility including a newly-negotiated stipend for expanded learning time services rendered by NTU members. Because the lead turnaround partner's on-site efforts proved successful in year 2, and because greater funds became available due to the substantial decrease in costs of supplemental pay, the school plans to increase the services of the lead turnaround partner from 125 days to 185 days of

	<p>service in year 3. In addition, walkthroughs and other data revealed a need to engage in deeper supports for social-emotional learning, as well as professional development geared toward literacy instruction and calibration of literacy expectations at age- and experience-appropriate levels along the K-8 continuum. To address this need, Avon plans to increase job-embedded PD aimed at improving instructional practice from 90 days of service to 150 days, and to institute additional SEL using providers with direct student supports.</p> <p>BRICK Avon recognizes that it must engage the community in partnership to transform the school. Thus, we offer quality early childhood education, school embedded health services, and structured non-school hours for productive learning activities for the community.</p>
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Form S-4

Date: June 5, 2013

Revised: July 19, 2013 Revised: Aug. 9, 2013

STAKEHOLDER PARTICIPATION

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application. Include all stakeholders currently required under state and federal statutory and regulatory requirements. *Add rows as necessary

Stakeholder Meetings							
Date	Location	Topic	Number Attending	Agenda on File		Minutes on File	
Nov. 29, 2012	Avon Ave. ES	Parent Meeting	15	Yes		Yes	
Feb. 15, 2013	Avon Ave. ES	Parent Meeting	12	Yes		Yes	
Dec. 11, 2013	Avon Ave. ES	School Strategic Plan Mtg		Yes			No
Feb. 2, 2013	Avon Ave. ES	School Strategic Plan Mtg		Yes			No
Feb. 25, 2013	Avon Ave. ES	School Strategic Plan Mtg		Yes			No
April 29, 2013	Avon Ave. ES	School Strategic Plan Mtg		Yes			No
May 06, 2013	Avon Ave. ES	School Strategic Plan Mtg		Yes			No
May 13, 2013	Avon Ave. ES	School Strategic Plan Mtg		Yes			No
May 29, 2013	Avon Ave. ES	School Strategic Plan Mtg		Yes			No

List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)

Describe how stakeholders are involved in model implementation on an on-going basis.	PLC meetings, postings on website, calls to parents/families, etc.
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Form S-5

Date: June 5, 2013

Revised: July 19, 2013 Revised: Aug. 9, 2013

PROJECT UPDATE

LEA: Newark Public Schools

Name of School: BRICK Avon Academy

Brick Avon notes the following updates for year 2 of SIG:

- Instructional Coaching – the school continued to demonstrate an innovative approach to professional development by providing individual coaching to each teacher in the school. In 2013-2014, the school will have a 1:8 ratio of administrator to teacher in order to support the individual development of teachers. This will allow the administrator (Coach) to visit classrooms once a week and provide quality, written feedback to teachers within 48 hours
- Blended Learning – students in need of additional support were afforded individualized, internet-based programs. Through these programs, students received instructional enhancement
- After School Programs – students were offered optional after school co-curricular programs. Roughly 200 students participated in exciting programs such as karate, soccer and guitar

As a SIG school, BRICK Avon Academy was treated differently than other Newark public schools in the following ways:

- The School's leaders were able to select all of its instructional programs
- The School's external provider offers mentoring and consulting, enhancing implementation fidelity of required activities.
- The SIG Project Director meets monthly with the school's Principal, and regularly provides technical assistance and support.
- The SIG Master Teacher provides support to the Leadership Team on a variety of SIG related matters and staffing issues
- With regard to staffing, teachers who cannot meet extended hours request transfers and are the transfers are honored. More than 50% of the school's staff has changed

Year 2 activities include:

- The new district-created teacher evaluation framework was introduced with observation forms aligned to the framework.
- Grade level meetings were used to standardize the curriculum, to analyze student performance, and to share best practices.
- A program of incentives and rewards was implemented in which staff members were recognized for staff attendance and student achievement (K-3: \geq one year's growth on STEP; 4-8: \geq one year's growth in NWEA; recognition for non-tested areas based on in-house assessments).
- Teachers received PD in Understanding by Design, as well as in specific content-based pedagogy, with emphasis on literacy skills.

Year 2 accomplishments:

The percentage of K-3 students reading at or below PreK level decreased from 74% to 18%.

The percentage of students testing proficient in mathematics on ANET increased in all grades from the first to the second round of testing.

Form S-6

Use only one model template for each school.

Date: June 5, 2013

Revised: July 19, 2013 Revised: Aug. 9, 2013

TURNAROUND PROJECT DESCRIPTION

LEA : Newark Public Schools

Name of School: BRICK Avon Academy

Turnaround SIG Required Activity – 1: grant the principal sufficient operational flexibility (which may include staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	<p>In developing the behaviors that leaders need to improve instruction and promote necessary school change the LEA utilized school based research including:</p> <ul style="list-style-type: none"> • NJ Educator Effectiveness Task Force, March 2011; • ISLLC, 2008 Educational Leadership Policy Standards; • Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds, New Leaders for New Schools, 2010; • Assessing the Effectiveness of School Leaders: New directions and New Processes. Wallace Foundation, 2009; • Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System, Southern Regional Education Board, 2007; • A Framework for the Assessment of Learning-Centered Leadership, Vanderbilt University, 2007; • New Jersey Department of Education Standards for School Leaders. 	<p>The LEA developed tool <i>Newark Excels Framework for Effective Leadership</i> will be used to assess school leaders' performance against research based best practices.</p> <p>Domains are Teacher Quality: Tailored Feedback and Coaching, Evaluation and Supervision, Selection, Placement, and Retention; High Quality Instruction: Curriculum and Assessment, Student Learning Data, Adult Development and Learning, Literacy Centered Academic Interventions; School Culture of Excellence: Shared Vision of High Achievement, Clear Values and Norms, Student Leadership and Efficacy, Family Engagement; Transformational Leadership: Personal Responsibility and Relentless Drive, Constant Learning, Strategic Planning, Change Management, Communication, and Interpersonal Skills.</p>	September 2013 – August 2014

<p>2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.</p>	<p>The school principal at BRICK Avon Academy has been in place for less than two years. In appointing the current principal the LEA ensured that she had the necessary competencies to be a transformation leader.</p> <p>Since her appointment, the Principal has demonstrated that she is an innovative leader and a manager of change who values collaborative leadership and is committed to 21st century learning skills. In addition, based on a study conducted by the Center for the Study of Teaching and Policy at the University of Washington, for this past school year BRICK Avon Academy hired a School Operations Manager (SOM). (BRICK piloted the position within Newark Public Schools). The purpose of this new position was to free the Principal (Instructional Leader) of many of the administrative distractions and allow her to spend more time on instructional matters. The position has proven vital to the turnaround efforts at BRICK Avon Academy and the school looks forward to strengthening the position for the following year by making the SOM an actual administrator, legally responsible for all operations of the school. In essence this model distributes the leadership of the school between an Instructional Leader and a School Operations Manager.</p>	<p>The school principal at BRICK Avon Academy has the necessary competencies to be a transformation leader.</p> <p>BRICK Avon expects to continue the existing leadership structure in which the School Operations Manager (SOM). frees the Principal of administrative distractions and allows her to spend more time on instructional matters.</p> <p>The Principal's performance will be assessed using the <i>Newark Excels Framework for Effective Leadership</i> tool, as well as measures of student learning and growth.</p>	<p>September 2013 – August 2014</p>
<p>3. LEA policy allows the principal reasonable discretion to implement new programs or strategies.</p>	<p>As written in the Memorandum of Understanding between BRICK and NPS:</p> <p>1.3 Authority. BRICK, in performing its duties and fulfilling its obligations under this MOU, shall have power and authority, consistent with Federal and State law and subject to the other terms and condition of this MOU and the oversight of NPS, to take such actions as</p>	<p>As written in the Memorandum of Understanding between BRICK and NPS:</p> <p>1.3 Authority. BRICK, in performing its duties and fulfilling its obligations under this MOU, shall have power and authority, consistent with Federal and State law and subject to the other terms and condition of this MOU and the oversight of NPS, to take such actions as may be necessary or</p>	<p>September 2013 – August 2014</p>

	<p>may be necessary or desirable to properly and efficiently implement education services at the BRICK School(s) in cooperation with NPS. Should NPS reasonably determine that, for any reason, the health or safety of any student or students at the BRICK School(s) is jeopardized, NPS shall notify BRICK in writing and BRICK shall take all actions necessary to immediately resolve all issues, events, or items threatening the health or safety of any one student or group of students. If, in NPS's sole reasonable discretion, NPS determines that BRICK failed to timely or adequately remedy any such health or safety issue, event, or item, NPS may take action to resolve the matter and exercise any remedy it may have under this MOU including, without limitation, termination of this MOU if necessary to assure the health and safety of students.</p> <p>4.1 School Operations. BRICK shall, working with the staff, community, and NPS at each BRICK School, develop for each BRICK School a complete educational program based on BRICK's school design, comprehensive academic programs, and education services principles.</p>	<p>desirable to properly and efficiently implement education services at the BRICK School(s) in cooperation with NPS. Should NPS reasonably determine that, for any reason, the health or safety of any student or students at the BRICK School(s) is jeopardized, NPS shall notify BRICK in writing and BRICK shall take all actions necessary to immediately resolve all issues, events, or items threatening the health or safety of any one student or group of students. If, in NPS's sole reasonable discretion, NPS determines that BRICK failed to timely or adequately remedy any such health or safety issue, event, or item, NPS may take action to resolve the matter and exercise any remedy it may have under this MOU including, without limitation, termination of this MOU if necessary to assure the health and safety of students.</p> <p>4.1 School Operations. BRICK shall, working with the staff, community, and NPS at each BRICK School, develop for each BRICK School a complete educational program based on BRICK's school design, comprehensive academic programs, and education services principles.</p>	
<p>4. The LEA establishes a pipeline of potential turnaround leaders.</p>	<p>The LEA acknowledges that creating a sense of ongoing development and career advancement is an important method for Principals to use to retain their best teachers. This aspect of the school's culture will also help to attract new teachers and build internal and external pipelines of potential leadership team members. These pipelines are enhanced by professional development activities targeted to leadership capacity building, in</p>	<p>The LEA acknowledges that creating a sense of ongoing development and career advancement is an important method for Principals to use to retain their best teachers. This aspect of the school's culture will also help to attract new teachers and build internal and external pipelines of potential leadership team members. These pipelines are enhanced by professional development activities targeted to leadership capacity building, in addition to professional</p>	<p>September 2013 – August 2014</p>

	<p>addition to professional development that all teachers receive.</p> <p>In addition, the LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular the LEA will actively promote and develop</p> <ul style="list-style-type: none"> • Higher education pathways among staff; • Professional Learning Communities within and across turnaround schools; • Peer Assistance models; • Teacher internships 	<p>development that all teachers receive. In addition, the LEA will follow the recommendations of the NJ Educator Effectiveness Task Force. In particular the LEA will actively promote and develop</p> <ul style="list-style-type: none"> • Higher education pathways among staff; • Professional Learning Communities within and across turnaround schools; • Peer Assistance models; • Teacher internships 	
<p>5. The LEA creates the expectation that the principal will develop staff instructional capacity, and provide opportunities for sharing authority to guide the learning agenda.</p>	<p>Within grades K-5 the school established Grade Level Leaders (GLL)</p> <p><i>In order to ensure alignment between and among grade levels, each grade has a designated “Grade Level Leader.” The GLL serves as head of his/her Grade Level Team (GLT). Responsibilities include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Serve as lead facilitator at common planning times and other grade level meetings; • Meet with Vertical Team (other GLLs) to establish transparency and coherence among grade levels; • Act as ambassador for grade level; • Meet regularly with leadership team to share information regarding grade level and gather new information to pass on to team; • Coordinate paperwork for GLT (data, assessments, etc.); • Gather instructional resources for GLT based on discussions, observations and data. <p>In grades 6-8 the school established a Department Team Structure with the four Department Leaders: Language Arts, Mathematics, Science and Humanities</p>	<p>A Core Value of BRICK is Team Value: <i>Stakeholders foster an environment where staff members are committed, not compliant, to the mission of educating children. Creating an exceptionally professional, collegial, and stimulating environment where everyone has adequate support, a real voice, and the tools they need to be triumphant is essential to school culture.</i></p> <p>No person alone can right the ship of a persistently failing school. The BRICK framework fosters an environment where everyone is a leader. To do this, BRICK Avon Academy will form a School Governance Council to ensure that the entire school community is committed to and responsible for the planning, implementation and monitoring of the Educational Plan, School Budget and Operations. Membership will consist of the principal, and at least one stakeholder from each constituency: BRICK, NTU representative; instructional staff; non-instructional staff; parents; students (6-8); and other members of the immediate community.</p> <p>In addition, there will be an Instructional Cabinet that will consist of the Instructional Leader, Vice Principals, Grade Level</p>	<p>September 2013 – August 2014</p>

	serving as the Instructional Leaders.	Leaders, master teachers and Interventionist. The Instructional Cabinet will meet bi-weekly to discuss teacher progress, student progress, intervention planning, and resource allocation for Tier II and Tier III interventions and tracking. Outcomes of these meetings will be fed back to the entire community through soft copy of meeting notes and discussion at grade level team meetings. Within this context the Executive Director and Founder of BRICK works alongside the Principal providing strategic leadership and direction to the school. This includes developing and promoting staff institutional capacity and providing opportunities for teacher leaders to share the authority for guiding the learning agenda.	
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Barriers of Year 2 Implementation	none
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Turnaround SIG Required Activity – 2: Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: (a) screen all existing staff and rehire no more than 50 percent, and (b) select new staff. The district and principal will utilize competencies, which are skills or consistent patterns of thinking, feeling, acting, or speaking that cause a person to be effective in a particular job or role, as a key predictor of how someone will perform at work. Examples of locally adopted competencies might include acting with initiative and persistence, planning ahead, flexibility, respect for and sensitivity to norms of interaction in different situations, self-confidence, team leadership, developing others, analytical thinking, and conceptual thinking.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA and/or LEA establish a transparent system of procedures and protocols for evaluating staff.	During year two, the district provided training and implemented the district-developed <i>Achievement Through Teaching Excellence</i> teacher evaluation system. Domains are Lesson Design and Focus: Lesson Sequence, Lesson Components, Pacing and Momentum, Clarity: Coherent Planning, Progression of Instruction; Rigor and Inclusiveness: Tailored Instruction, Questions & Tasks, Responsiveness, Precision & Evidence, Revisions, Depth of Knowledge; Culture of Achievement: Enthusiasm for Learning, Persistence, Community, Attention, High Expectations, Peer Accountability ; Student Progress Toward Mastery: Checks for Understanding, Feedback, Demonstration of Learning, Student Understanding of Growth, Using Data, Communication of Student Progress; Commitment to Personal and Collective Excellence: Commitment to Continuous Improvement, Collaboration, Attendance and Promptness	The LEA has established transparent systems of procedures and protocols for evaluating staff set out in <i>Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview</i> Newark Public Schools’ evaluation system. NPS developed a new teacher practice framework, taking what it has learned from educators through the pilot activities and focus groups to inform the development of a new observation rubric aligned the Common Core. During year one of the SIG grant, the LEA in partnership with BRICK and NTU designed and developed procedures and protocols for evaluating staff teaching in turnaround schools. These will continue to be implemented during year three.	September 2013 – August 2014
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable evaluation tools that can be used to guide PD, teacher support, and personnel decisions.	The district developed, provided training, and implemented evaluation tools for teachers and principals. Observation forms are aligned to these instruments, <i>Achievement Through Teaching Excellence</i> and <i>Newark Excels Framework for Effective Leadership</i> and provided data for identification of professional development	The district will continue to provide training on implementation of the instruments, <i>Achievement Through Teaching Excellence</i> and <i>Newark Excels Framework for Effective Leadership</i> and to analyze data derived from these instruments for professional development planning and staffing decisions.	September 2013 – August 2014

	needs, as well as staffing decisions.		
3. The SEA and LEA document the evaluation process and provide training regarding the evaluation process.	In the <i>Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview</i> Newark Public Schools provides a detailed framework for the evaluation process and procedures. In designing and providing training, the LEA utilized the findings of the pilot programs in locations such as New York City, Memphis, Pittsburg and Tampa. Teacher training on the new evaluation tool took place throughout the school year by the Assistant Superintendent's teacher evaluation supervisory staff. Administrators received two days of formal training, plus on-site calibration walks.	The LEA will continue to provide, and modify where needed, training in the evaluation process and associated professional development plans.	September 2013 – August 2014
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	In order to assess the effectiveness of the evaluation process the LEA will establish a regular pattern of monitoring, evaluation, review and revision. During any given year this will include: <ul style="list-style-type: none"> On-site visits by LEA personnel and external education experts to shadow the evaluation process in a school. Review of the evaluation cycle in a school. 	The LEA will continue to perform a regular cycle of monitoring, evaluation, review and revision, including: <ul style="list-style-type: none"> On-site visits by LEA personnel and external education experts to shadow the evaluation process in a school. Review of the evaluation cycle in a school. 	September 2013 – August 2014
5. The LEA staff evaluation process takes student achievement into account as well as other indicators, such as reflection and observation.	The Newark Public Schools <i>Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview</i> teacher evaluation takes into account student achievement in Domain I and II. In addition, with the implementation of benchmark exams that measure mastery of recently taught skills and concepts there will be clean data to take into account in the evaluation process. In year two of the grant the teacher evaluation reflected the recommendations of the NJ Educator Effectiveness Task Force.	The observation-evaluation cycle includes formal mechanisms, such as the Teacher Reflection Summary tool, to foster reflective practice. Implementation of benchmark exams that measure mastery of recently taught skills and concepts will provide clean data for the evaluation process.	September 2013 – August 2014

6. The LEA monitors the evaluation process and reviews results.	<p>The LEA instituted a cycle of monitoring, evaluation, reviews and revision, including:</p> <ul style="list-style-type: none"> • On site visits; • Desktop analysis of evaluation rating, including inter-reviewer reliability; • Student data analysis to match student growth against teacher evaluation ratings; • Stakeholder surveys; • A meta-analysis of findings; • Report and recommendations for modifications and changes to the evaluation process. 	<p>The LEA will continue monitoring, evaluation, reviews and revision, through:</p> <ul style="list-style-type: none"> • On site visits; • Desktop analysis of evaluation rating, including inter-reviewer reliability; • Student data analysis to match student growth against teacher evaluation ratings; • Stakeholder surveys; • A meta-analysis of findings; • Report and recommendations for modifications and changes to the evaluation process. 	September 2013 – August 2014
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Barriers of Year 2 Implementation	none
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Turnaround SIG Required Activity – 3: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. If incentives are implemented, the SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</p>	<p>The mechanism for deciding on whether performance-based incentives have been met was fair and transparent. The incentives were measured against a set of ‘tiered’ Key Performance Objectives, each of which has clear success criteria. Staff incentives were awarded based on attendance (≤ 3 absences, no tardies, made staff member eligible for awards for instructional materials) and improvement of student performance (\geq one year’s growth on standardized test, or $\geq 70\%$ mean mastery score on school-based instrument).</p>	<p>Performance-based incentives will continue to be based on fair and transparent criteria. The criteria to be used in year 3 to identify staff members who qualify for incentives or rewards will be the same as year 2.</p>	<p>September 2013 – August 2014</p>
<p>2. The SEA and LEA develop a performance-based incentive system in partnership with teachers, teachers’ unions, and other relevant stakeholders.</p>	<p>School transformation requires that those who are successful in facilitating growth in student achievement be identified and rewarded. In discussion with the Newark Teacher’s Union incentives were developed to recruit and retain teachers, including performance-based incentives. Teachers were offered the opportunity to obtain National Board Certification, and graduate level university coursework at the expense of the district. Additional incentives at BRICK Avon Academy included:</p> <ul style="list-style-type: none"> • Recognition at staff, community meetings, during assemblies and morning announcements; • Whole school incentives for meeting student achievement targets; • Individual incentives for grade level teams and/or curriculum area teams meeting student achievement targets; • Whole school incentives 	<p>The collective bargaining agreement between the Newark Teacher’s Union and the district includes incentives to recruit and retain teachers, including performance-based incentives. School level incentives to award growth and student achievement will include:</p> <ul style="list-style-type: none"> • Technology mini Grants, • Data Mini Grants, • National Board Certification, • Professional Development Grants. 	<p>September 2013 – August 2014</p>

	<p>for meeting professional practice targets;</p> <ul style="list-style-type: none"> • Individual incentives for grade level teams and/or curriculum area teams meeting professional practice targets. 		
3. The SEA and LEA develop policies that facilitate performance-based dismissals.	<p>The LEA policies account for the recommendations made in the influential Performance-Based Dismissals, a 2009 report by the Center on Innovation & Improvement. These recommendations include:</p> <ul style="list-style-type: none"> • Providing greater flexibility and support for leaders in turnaround schools including negotiating expedited processes for performance-based dismissals in turnaround schools; • Enabling greater flexibility over class sizes and classroom assignments; Prioritizing recruitment, hiring, and placement for turnaround schools; and assembling teams to assist principals with dismissal procedures. • Adopt a scope and sequence of measuring teacher effectiveness 	<p>LEA policies will take into account the recommendations made in the influential Performance-Based Dismissals, a 2009 report by the Center on Innovation & Improvement. These recommendations include:</p> <ul style="list-style-type: none"> • Providing greater flexibility and support for leaders in turnaround schools including negotiating expedited processes for performance-based dismissals in turnaround schools; • Enabling greater flexibility over class sizes and classroom assignments; Prioritizing recruitment, hiring, and placement for turnaround schools; and assembling teams to assist principals with dismissal procedures. • Adopt a scope and sequence of measuring teacher effectiveness 	September 2013 – August 2014
4. LEA hiring procedures and budget timelines support recruitment and hiring of high-quality teachers.	<p>NPS identified and advertised new positions, which enabled the school to transform its faculty. These positions include:</p> <ul style="list-style-type: none"> • Master Teacher for Literacy • Master Teacher for Math • Behavioral Specialist • Academic Interventionist <p>In addition, BRICK developed an interview protocol to be used with all prospective candidates. The protocol includes a 30-45 minute telephone interview, a 30-45 minute video-taped lesson and a 60-70 minute in-person interview.</p> <p>Newark Public Schools facilitate best practice hiring procedures, including:</p>	<p>BRICK Avon will continue to use the interview protocol, which includes a 30-45 minute telephone interview, a 30-45 minute video-taped lesson and a 60-70 minute in-person interview.</p> <p>BRICK established partnerships with local university programs that will supply a pipeline of qualified individuals to work at BRICK Avon Academy. These partnerships will continue in year 3 of the grant.</p>	September 2013 – August 2014

	<ul style="list-style-type: none"> • Internal transfer Job Fair; • Administrative Recommendations; • Recruitment from outside the district; • College Recruitment; • Student Teacher Partnerships; • Utilize hiring committee to participate in a 3-day rigorous application and screening process where all committee members provide equitable feedback. <p>In addition, BRICK partnered with the Urban Teacher Residency program at Montclair State University and Teach For America to provide highly qualified individuals at BRICK Avon Academy.</p> <ul style="list-style-type: none"> • The Newark-Montclair Urban Teacher Residency Program (NMUTR) is an apprenticeship-based program of study for individuals with a deep commitment to urban teaching. • Teach for America recruits on over 350 college campuses to attract leaders who show potential to become excellent teachers. Twenty years of research, experience, and continuous improvement through reflection has equipped Teach for America with the ability to develop highly effective teachers. 		
5. LEA and school provide targeted assistance to underperforming teachers.	NPS recognizes that not all teachers are equally effective. The LEA and school implemented an early warning system as part of the performance evaluation process, so that at any stage in the process an individual teacher who is identified as underperforming can be provided with assistance tailored to his/her individual needs.	The Newark Public Schools <i>Achievement Through Teaching Excellence Teacher Evaluation and Performance Assessment Overview</i> is premised on empowering effective teachers. The LEA and school will continue to implement the remedies provided through the early warning system to provide targeted assistance. Available remedies include feedback with follow up observation(s), goal-setting assistance, targeted corrective action plans, and individual PD plans.	September 2013 – August 2014

Barriers of Year 2 Implementation	Year 2 budget did not allow school administrators to hire staff from external sources. School hires were limited to candidates who were within the district
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Turnaround SIG Required Activity – 4: Provide staff ongoing, high-quality job-embedded professional development (PD) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule.</p>	<p>PD was connected to student learning and achievement and the development of teacher skills. As well as job-embedded PD for teachers, BRICK provided PD to meet the needs of the leadership team. Some concrete strategies to refine and improve practice included:</p> <p><u>Planning and Preparation:</u></p> <ul style="list-style-type: none"> • A two-week summer teacher institute to prepare for the school year. At the institute teachers received training on: <ul style="list-style-type: none"> ○ school wide data systems; ○ mapping power standards; ○ school wide discipline policy; ○ school RTI model; ○ unit plans; ○ creating in-house benchmarks. ○ developing classroom spaces and other areas of the school • 1.5 hours (90 minutes) per week to Grade Level Team collaborative planning time. • All teachers had three 45-minute periods a week designated as “preparation periods.” 	<p>Professional development at BRICK Avon Academy is seen as a problem-solving tool. If we want to improve student achievement, we must provide teachers with the knowledge and skills that they need to effectively teach the students. A component of the mission of BRICK is to provide individualized professional development to teachers. In planning effective job-embedded PD for the staff the LEA and BRICK will adopt a similar approach used when planning lessons – backwards design that encourages BRICK to consider what BRICK wants our outcomes to be first and from there work backwards to choose the appropriate PD. In year 3, the school will create a 1 to 8 ratio between teachers and administrators in order to create a coaching atmosphere, and to provide 1-on-1 support for all teachers</p>	<p>September 2013 – August 2014</p>
<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>BRICK Avon Academy teachers were trained to utilize a disciplined Instructional Cycle that consists of planning, implementing and reflecting. Planning starts by identifying what essential skills and knowledge students must master. Teachers then determined appropriate assessments and the most effective method of instruction to ensure student mastery. During implementation, teachers commit to following established plans and collecting</p>	<p>Each teacher will be assigned a coach to support her development over the course of the year. The amount of coaching will be based on teacher performance; however, on average, a coach will observe each classroom 2-3 times per week, model lessons, make suggestions, and provide written feedback to the teacher within 48 hours. The coach and the teacher then will meet weekly to discuss the written feedback. Feedback is based on</p>	<p>September 2013 – August 2014</p>

	both formative and summative data from students. Teachers reflected on the effectiveness of the instruction based on both formative and summative assessment data and adjusted further planning, including personal professional development Teachers received ongoing support in developing and implementing the curriculum to ensure that students overcome obstacles and achieve their maximum potential.	observational data and interim student assessment data. Coaches will meet regularly, as well, to discuss school-wide trends and create whole-school professional development sessions.	
3. The LEA and school define high levels of implementation of practices, and monitor changes in teacher practice and student outcomes.	<p>The LEA, BRICK and the school monitored and evaluated the levels of implementation of practices based on a range of measures including:</p> <ul style="list-style-type: none"> • Effective Classroom Observation; • Scrutiny of student work; • Teacher progress tracker (TAL) • Overall school data and class data; • Videotaped lessons; • Peer Assessment and Review. <p>Standards used to gauge practice included:</p> <ul style="list-style-type: none"> • The Framework for Teaching; • Teaching As Leadership framework; • Ongoing Data Analysis. 	<p>The LEA, BRICK and the school will continue to monitor and evaluate the levels of implementation of practices based on:</p> <ul style="list-style-type: none"> • Effective Classroom Observation; • Scrutiny of student work; • Teacher progress tracker (TAL) • Overall school data and class data; • Videotaped lessons; • Peer Assessment and Review. <p>The level of implementation will be measured against a range of consistent standards including:</p> <ul style="list-style-type: none"> • The Framework for Teaching; • Teaching As Leadership framework; • Ongoing Data Analysis. 	September 2013 – August 2014
4. The LEA and school promote professional learning communities and a school culture of continuous learning.	<p>BRICK Avon Academy committed to providing 3 hours (180 minutes) per week to Grade Level Team collaborative planning time, which operate as professional learning communities. The planning time was used in the following ways:</p> <ul style="list-style-type: none"> • Planning future transdisciplinary units (International Baccalaureate Units); • Planning units outside the Program of Inquiry; • Assessing student work; • Inputting and analyzing student data; • Observing teachers on different grade levels; 	<p>BRICK Avon will continue to offer three hours per week of professional learning to all teachers, including planning activities, looking at student work, analyzing data, and professional interaction/collaboration. The following may be used to facilitate common planning time:</p> <ul style="list-style-type: none"> • Grade level teachers; • Grade Level Leaders; • Department leaders; • Administrators; • Outside professional development organization. 	September 2013 – August 2014

	<ul style="list-style-type: none"> Engaging in professional development – and sharing good teaching practices. 		
<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality; the LEA provides approval oversight to PD providers selected by the school.</p>	<p>The LEA issued a series of RFPs specifically linked to the SIG funds. Applications were vetted against agreed-upon criteria and providers were held accountable for the effective implementation of continuous professional development and its impact on professional growth and student achievement. PD providers operated within a framework when coaching teachers. For example, PD providers helped facilitate a grade level team meeting to help the team plan. The PD provider would then observe each teacher teach the lesson along with his or her grade level colleagues (plan – implement- review model). All of the PD providers aligned their work with the schools’ priorities by meeting with the instructional team to ensure that they provided targeted coaching and support as and when it was needed.</p>	<p>The LEA will review and modify existing RFPs as needed. It is anticipated that the Professional Development providers will:</p> <ul style="list-style-type: none"> Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement; Recommend which existing programs are to be continued and which programs are to be eliminated; Provide a coaching model to help teachers enhance their instruction; Advance math teachers’ content and instruction knowledge of mathematics; Increase the capacity of all staff members in how to use technology to improve instruction; Provide comprehensive, coherent, manageable and integrated instructional and support programs; Promote student motivation for learning; Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline. <p>All proposals are evaluated on the basis of:</p> <ol style="list-style-type: none"> A minimum of two (2) years providing instructional materials and/or programs targeted to schools. Possession of New Jersey Business Registration Certification. Experience and expertise in assisting schools and districts with high poverty, linguistic minorities and/or special education populations, and demonstrated cultural sensitivity of providers. Familiarity with national No Child Left Behind initiatives/programs, the School Improvement Grant (SIG), Race to the Top, 	<p>September 2013 – August 2014</p>

		<p>and other school improvement efforts.</p> <p>5. Familiarity with the use and development of appropriate accountability data at state, district, and school levels aligned to the Common Core State Standards.</p> <p>After every PD session, a standard evaluation form is distributed to participants to determine the provider's effectiveness, and to solicit suggestions for follow up PD. These evaluations are collated by the PD facilitator and reported to administrators responsible for scheduling PD.</p> <p>Because the lead turnaround partner's on-site efforts proved successful in year 2, and because greater funds became available due to the substantial decrease in costs of supplemental pay, the school plans to increase the services of the lead turnaround partner from 125 days to 185 days of service in year 3. In addition, walkthroughs and other data revealed a need to engage in deeper supports for social-emotional learning, as well as professional development geared toward literacy instruction and calibration of literacy expectations at age- and experience-appropriate levels along the K-8 continuum. To address this need, Avon plans to increase job-embedded PD aimed at improving instructional practice from 90 days of service to 150 days, and to institute additional SEL using providers with direct student supports.</p>	
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Barriers of Year 2 Implementation	<p>Late notification from NJDOE to LEA regarding receipt of grant awards impacted school decisions about budget, staffing and programs in that supplemental pay lines were not funded immediately, and providers could not be engaged until lines were funded, which impacted scheduling of some professional development sessions.</p>
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Turnaround SIG Required Activity – 5: Adopt a new governance structure or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA has a structure in place, such as a turnaround office or team, to direct and support SIG implementation. Senior leadership with school improvement skills leads this office or team.</p>	<p>The MOU between BRICK and NPS provided for a board to oversee the turnaround efforts of BRICK Avon Academy.</p> <ul style="list-style-type: none"> • BRICK Advisory Board. BRICK and NPS will cooperate to form an advisory board comprised of representatives from BRICK, BRICK School(s) administrators, and NPS. The Advisory Board will act as the shared decision making body; specifically in the areas of accountability and leadership, between BRICK and NPS under this MOU. <p>Monthly reports were given regarding SIG implementation.</p>	<p>BRICK Avon will continue to operate a cooperative Advisory Board to oversee turnaround efforts. This Board will meet monthly and will report on the progress of SIG implementation. The BRICK Advisory Board will be the team responsible for the turnaround effort of BRICK Avon Academy.</p>	<p>September 2013 – August 2014</p>
<p>2. The LEA allocates resources to support the turnaround office or team.</p>	<p>The Assistant Superintendent of the network including BRICK Avon coordinated support and resources provided to the school.</p>	<p>The Assistant Superintendent of BRICK Avon's network will continue to coordinate support and resources for the school.</p>	<p>September 2013 – August 2014</p>
<p>3. LEA policies and operating procedures are reviewed and recommendations made for changes if barriers to reform are identified.</p>	<p>At the monthly BRICK Advisory Board all concerns regarding staffing, instructional and operations (procedures/policies) were brought to the table. Solutions and next steps were discussed to ensure needs were met in a timely, efficient and effective way.</p>	<p>BRICK Avon will continue to operate a cooperative Advisory Board to oversee turnaround efforts. This Board will meet monthly to discuss solutions to emerging issues.</p>	<p>September 2013 – August 2014</p>
<p>4. The LEA has a process in place to carefully screen, select, and monitor external partners based on specific criteria closely aligned to meeting identified school needs.</p>	<p>All proposals are evaluated on the basis of:</p> <ol style="list-style-type: none"> 1. A minimum of two (2) years providing instructional materials and/or programs targeted to schools. 2. Possession of New Jersey Business Registration Certification. 3. Experience and expertise in assisting schools and districts with high poverty, linguistic minorities and/or special education 	<p>All proposals are evaluated on the basis of:</p> <ol style="list-style-type: none"> 1. A minimum of two (2) years providing instructional materials and/or programs targeted to schools. 2. Possession of New Jersey Business Registration Certification. 3. Experience and expertise in assisting schools and districts with high poverty, linguistic minorities and/or special education 	<p>September 2013 – August 2014</p>

	<p>populations, and demonstrated cultural sensitivity of providers.</p> <p>4. Familiarity with national No Child Left Behind initiatives/programs, the School Improvement Grant (SIG), Race to the Top, and other school improvement efforts.</p> <p>5. Familiarity with the use and development of appropriate accountability data at state, district, and school levels aligned to the Common Core State Standards.</p> <p>After every PD session, a standard evaluation form is distributed to participants to determine the provider’s effectiveness, and to solicit suggestions for follow up PD. These evaluations are collated by the PD facilitator and reported to administrators responsible for scheduling PD</p> <p>The LTP, BRICK, uses school culture rubrics, leadership and teacher evaluation rubrics, student data, parent surveys, and feedback from NPS to evaluate the success of the program and to inform goal setting and strategic planning.</p>	<p>populations, and demonstrated cultural sensitivity of providers.</p> <p>4. Familiarity with national No Child Left Behind initiatives/programs, the School Improvement Grant (SIG), Race to the Top, and other school improvement efforts.</p> <p>5. Familiarity with the use and development of appropriate accountability data at state, district, and school levels aligned to the Common Core State Standards.</p> <p>After every PD session, a standard evaluation form is distributed to participants to determine the provider’s effectiveness, and to solicit suggestions for follow up PD. These evaluations are collated by the PD facilitator and reported to administrators responsible for scheduling PD</p> <p>BRICK will continue to use school culture rubrics, leadership and teacher evaluation rubrics, student data, parent surveys, and feedback from NPS for self-monitoring and to inform goal setting and strategic planning.</p>	
<p>5. The LEA has a clearly articulated plan to sustain reform beyond the funding period.</p>	<p>The LEA provided, to the extent permitted by code and statute, that:</p> <ul style="list-style-type: none"> • The school had authority to move funds within headings; • The school had access to continuing funds to maintain an adequate Response-to- Intervention system; • The school had access to continuing funds to maintain adequate staffing positions to meet the social and emotional needs of children; • The school had access to continuing funds to maintain performance–related rewards and incentives. 	<p>The LEA and school will continue to work toward Avon’s sustaining the reforms after SIG funding ends. In addition, BRICK’s fundraising efforts are expected to generate \$200,000 to \$400,000 toward sustaining reforms.</p> <p>The LEA will continue implementing weighted student funding with increased specificity in the weights to align availability of resources with the degree of student need. The LEA’s needs-based network approach to school support assures that Avon will continue to collaborate with district administrators and similar schools’ administrators as critical friends who are familiar with the issues confronting them.</p>	<p>September 2013 – August 2014</p>

<p>6. The LEA and school align SIG resources with other resources to sustain interventions.</p>	<p>With BRICK being a stakeholder in Avon Avenue School, BRICK was able to bring in additional monies from local foundations to help with the turnaround process of BRICK Avon Academy.</p>	<p>BRICK will continue to bring in additional monies from local foundations to help with the turnaround process of BRICK Avon Academy throughout the SIG grant period, as described in the MOU.</p> <p>Title 1 funds are set aside for parent involvement activities, in addition to the funds that are blended into the general school budget. These funds augment SIG funds and will continue beyond the grant period to sustain key elements of the school's community outreach activities. In addition, the school's status as a Renew school gives it access to foundation funds solicited by the district to support renew efforts.</p>	<p>September 2013 – August 2014</p>
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<p>Barriers of Year 2 Implementation</p>	
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Turnaround SIG Required Activity – 6: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.</p>	<p>The LEA introduced PowerSchool in the summer prior to the first year of the SIG grant. The LEA and BRICK in conjunction with the school developed rigorous standards based benchmark exams derived from the state standards, and used school data to assess and reevaluate school curriculum to provide a program of instruction that served all students including students with special needs.</p> <p>In the 2010 – 2011 school year the LEA and BRICK gathered benchmark data on BRICK Avon Academy and this data informed instructional changes for the 2011 – 2012 school year.</p> <p>The school implemented the Strategic Teaching and Evaluation of Progress (STEP) program. As described by University of Chicago, “STEP defines the pathway and tracks the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones. STEP enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction, and introducing targeted interventions based on that evidence.”¹</p> <p>Also in response to analysis of data, the school implemented <i>Wilson Foundations</i> which is phonological/phonemic awareness, phonics and spelling program. Each student in grades K-3 receives a 30 minutes daily <i>Foundations</i> lesson within their language arts instruction period. A school in Brooklyn,</p>	<p>Benchmark data revealed that we need to provide interactive ways to engage students in making dramatic gains. The LEA and BRICK will expand online web-based instruction, practice and assessment programs to provide additional help with tier 2 and tier 3 students for differentiated practice. READ 180, a computer based literacy instruction program will give teachers another data point to judge the progress of their students.</p> <p>The LEA will work in partnership with the school and the external lead partner to continue to ensure that appropriate PD is provided to ensure that the school is able to use data effectively to drive instructional change both at grade level and vertically across grades. NPS and BRICK are fully aware that, in order for the school to dramatically change the academic outcomes of their students, the school must also support the social and emotional development of students.</p> <p>Also, the LEA will work with the administration so that each teacher has at least two individual conferences with the instructional leaders. At these conferences, teachers will bring their goals, data, student work, projects and lessons and explain how they are making sure each student is meeting the state standards.</p>	<p>September 2013 – August 2014</p>

¹ *Improving adolescent literacy*, (2008) Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J.

	<p>NY, improved their student outcomes and reduced unnecessary referrals to special education by establishing an RTI framework using <i>Wilson Foundations</i> in tier I and II students.² In 2011 – 2012 the LEA and BRICK expanded the individual intervention of the <i>Foundations</i> program for our tier II students.</p> <p>The 2010 – 2011 benchmark data also revealed that our students were not on grade level in math. It became apparent that the programs the school was using were not meeting the needs of our students. In addition, the programs did not have a strong intervention component. Similar to our exploration process with the ELA program BRICK, NPS and BRICK Avon Academy consulted advisors, professors from Rutgers University, high performing schools, the school community and our math coach regarding programs that would have a dramatic impact on math instruction at BRICK Avon Academy.</p>		
2. SEA, LEA, and school provide access to timely data that include disaggregated statewide assessment scores, school performance, and aggregated classroom observation data.	With the introduction of system wide processes including PowerSchool, and benchmark exams the school had access to timely data including disaggregated statewide assessment scores, school performance and aggregated classroom level data. Qualitative data from multiple classroom observations by the principal, school administrators, peer-reviewers and external partners were also available	BRICK Avon will continue to use system wide processes including PowerSchool, and benchmark exams to access timely data including disaggregated statewide assessment scores, school performance and aggregated classroom level data. Qualitative data from classroom observations by the principal, school administrators, peer-reviewers and external partners will be available through the district management system, as well as through a school database.	September 2013 – August 2014
3. LEA and school ensure that instruction is aligned with standards and benchmarks.	In the summer prior to year one of the grant, teachers worked within grade levels to select power standards and develop a curriculum map for the school. During year 2, grade level teams continued to map out, month by	Teachers will continue to use and refine curriculum maps and standards, and to further develop assessments aligned to Common Core standards. Throughout the year during Grade Level	September 2013 – August 2014

² *Public School 380: Brooklyn, New York*, (2009) Sandi Feldman

	<p>month, what they teach. After grade teams mapped their standards, grade team leaders met vertically to create an overall school curriculum map. It contained performance indicators, essential questions, skills, assessments, specialized vocabulary and materials to be used.</p> <p>Teachers were expected to determine multiple forms of formative and summative assessments for each unit, and to consider assessment first when planning all lessons. This ensured that every lesson had a clear purpose and that there are opportunities for teachers to collect evidence of student progress. Teachers used BRICK's common "Mastery Tracker" (excel spreadsheet) to monitor student progress throughout the unit. In addition to summative assessments, all diagnostics, progress checks and end of year summative assessments were inputted into the "Mastery Tracker." Teachers then used this data to inform their instructional cycle. In addition, teachers were able to upload their own assessment data into SchoolNet to get a clear picture of student achievement.</p> <p>For FY 13 the student achievement targets were 26.4% passing NJ ASK language arts literacy, and 32.3% passing NJ ASK math. The math targets were reached, but LAL targets were not.</p>	<p>Team meetings, teachers will input data and discuss results. The Grade Level Leader has the responsibility to compile data from all classes into a comprehensive "Mastery Tracker" so the Grade Level Team can identify trends across the grade levels. The collected data will be used to determine which objectives require re-teaching or remediation and for what individual or groups of students.</p> <p>For FY 14 the student achievement targets are 33.1% passing language arts literacy, and 38.5% passing mathematics.</p>	
<p>4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The LEA and BRICK provided teachers the time to collaborate around data, particularly as related to the school's Response To Intervention system. Teachers planned how to address the needs of Tier II and III students.</p> <p>Under the guidance of the school data coach one instructional cabinet meeting was devoted to the overall data map of the school, which helped the instructional team monitor the effectiveness of the instructional program</p>	<p>At grade level meetings data will be used on an ongoing basis to determine what the next steps will be. Grade level teams will sit down with an administrator or coach and review the data, plan and modify current lessons and unit plans.</p> <p>All staff will receive training in data – informed instruction which will include:</p> <ul style="list-style-type: none"> • Goals of data informed instruction; • The development of uniform school protocol for data analysis, reflection and 	<p>September 2013 – August 2014</p>

	and the RTI program.	<p>maintenance;</p> <ul style="list-style-type: none"> • Data analysis including individual student and cohort tracking to identify value added growth; • Summative assessment and state test review; • Quarterly formative assessment review. The grade level teams in K-5 and the department team in 6-8 will review all available qualitative and quantitative data on a regular basis. 	
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	<p>BRICK Avon Academy teachers utilized Achievement Network for interim assessment data. BRICK Avon Academy utilized the following assessments to gauge student mastery of grade level material:</p> <ul style="list-style-type: none"> • Diagnostics; • Interim assessments; • Final exams; • Summative unit assessments; • Formative assessments; • Performance assessments; • NJASK (<i>New Jersey Assessment of Skills and Knowledge</i>). <p>During Grade-Level and Department planning time, staff monitored and evaluated assessment results and plans for further improvement. In addition, this data was used to place students in the RTI tier system.</p>	<p>BRICK Avon Academy teachers will continue to use the following to gauge student mastery of grade level material:</p> <ul style="list-style-type: none"> • Diagnostics; • Interim assessments; • Final exams; • Summative unit assessments; • Formative assessments; • Performance assessments; • NJASK (<i>New Jersey Assessment of Skills and Knowledge</i>). 	September 2013 – August 2014

Barriers of Year 2 Implementation	
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Turnaround SIG Required Activity – 7: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Student data should include a wide range of information from formative, interim, classroom, and summative assessments. The LEA and school must have a system to manage, report, and use these multiple measures of student achievement in a way that effectively measures student growth, and provides information on the strategies and interventions most likely to have contributed to that growth. Processes are in place to share data with parents and students in an easy-to-understand format, and in the language of the recipient.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA and LEA provide access to timely data to schools through formative, interim, classroom and summative assessments.</p>	<p>The LEA introduced PowerSchool in the summer prior to the first year of the SIG grant. The LEA and BRICK in conjunction with the school developed rigorous standards based benchmark exams derived from the state standards, and used school data to assess and reevaluate school curriculum to provide a program of instruction that served all students including students with special needs.</p>	<p>With the introduction of system wide processes including PowerSchool, SchoolNet and benchmark exams the school will have access to timely data including disaggregated statewide assessment scores, school performance and aggregated classroom level data. Qualitative data from multiple classroom observations by the principal, school administrators, peer-reviewers, coaches and external partners will also be collated.</p>	<p>September 2013 – August 2014</p>
<p>2. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.</p>	<p>The LEA and BRICK provided teachers the time to collaborate around data, particularly as related to the school’s Response To Intervention system. Teachers planned how to address the needs of Tier II and III students.</p> <p>Under the guidance of the school data coach one instructional cabinet meeting was devoted to the overall data map of the school, which helped the instructional team monitor the effectiveness of the instructional program and the RTI program.</p>	<p>At grade level meetings data will be used on an ongoing basis to determine what the next steps will be. Grade level teams will sit down with an administrator or coach and review the data, plan and modify current lessons and unit plans. All staff will receive training in data –informed instruction which will include:</p> <ul style="list-style-type: none"> • Goals of data informed instruction; • The development of uniform school protocol for data analysis, reflection and maintenance; • Data analysis including individual student and cohort tracking to identify value added growth; • Summative assessment and state test review; • Quarterly formative assessment review. <p>The grade level teams in K-5 and the department team in 6-8 will review all available qualitative and quantitative data on a regular basis.</p>	<p>September 2013 – August 2014</p>

<p>3. The LEA has established annual goals for student achievement.</p>	<p>The LEA established annual goals for student achievement, including 33.5% proficient for LAL and 38.8% for Math. These goals were disaggregated by grade level and sub-groups, and reflected the point each student started from (value added model) in order to be fair to both the students and the teacher. These school and grade-level goals were shared with all staff and stakeholders.</p> <p>The NPS data dashboard informed staff, during PLC sessions, to develop achievement and learning goals for every class and each student. Data Dashboard is a tool for principals used to support planning. Some of the categories were:</p> <p>A. Student Demographic/ Profile --Ethnicity / Education Status / ELL / Free Reduced / Low Performers</p> <p>B. Student Progress --Students earning 30 or more credits in a year --Trends Over Time: Credits earned by HS year, credits earned by struggling students, and progress towards graduation by students –schools. --Performance of School – students against state proficiency standards</p> <p>C. Attendance / Absenteeism</p> <p>D. Student Performance</p> <p>E. Student Mobility</p> <p>In addition, the LEA worked with the BRICK Avon Academy administration to help teachers set challenging, meaningful and measurable goals for their classrooms.</p>	<p>The LEA will continue to establish annual goals for student achievement, disaggregated by grade level and sub-groups, including boys and girls.</p> <p>Data Dashboard will support planning, and will be available to parents so that they may better understand school performance.</p> <p>In addition, the LEA will continue to work in conjunction with the BRICK Avon Academy administration to assist teachers in setting challenging, meaningful and measurable goals for their classrooms.</p>	<p>September 2013 – August 2014</p>
<p>4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.</p>	<p>The LEA and designed a robust data system to inform teachers of their students’ progress and empower the school and parents to implement interventions to help students succeed.</p> <p><u>1st Stage</u> At the beginning of the year, all students</p>	<p>BRICK Avon plans to use the same assessment diagnostic and evaluation program in year 3.</p>	<p>September 2013 – August 2014</p>

	<p>completed diagnostic testing to determine areas of strength and areas in need of development. Diagnostic testing is divided into three categories: K-2, 3-5 and 6-8.</p> <p>Kindergarten to Second Grade:</p> <ul style="list-style-type: none"> • STEP (<i>Strategic Teaching and Evaluation of Progress</i>) was used as a diagnostic and for interim assessments throughout the year for both reading and writing. • For math, a BRICK Avon Academy Diagnostic was developed and administered to gauge mastery of previous grade's skills and knowledge. <p>Third Grade to Fifth Grade:</p> <ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) was used as a diagnostic for reading comprehension. • Slosson word recognition assessment was used to gauge word recognition. • McLeod Cloze Passage assessment was given to gauge reading comprehension. • For writing, students completed a speculative and explanatory writing prompt. • For math and science, a BRICK Avon Academy Diagnostic was developed and administered to gauge mastery of previous grade's skills and knowledge. <p>Sixth Grade to Eighth Grade:</p> <ul style="list-style-type: none"> • SRI was used as a diagnostic for reading comprehension. . • For writing, students completed a speculative and explanatory (persuasive) writing prompt. • For math, science, and social studies a BRICK Avon Academy Diagnostic was developed and administered to gauge mastery of previous grade's skills and knowledge. <p>2nd Stage</p>		
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	<p>Interim Assessments</p> <p>Four times throughout the year, BRICK Avon Academy students took benchmark assessments (A, B, C, D) to gauge mastery of previously taught knowledge and skills. The results of the benchmark assessments were used to plan next steps in the instructional program. Benchmark assessments are divided into three categories: K-2, 3-5 and 6-8.</p> <p>Kindergarten to Second Grade:</p> <ul style="list-style-type: none"> • STEP was used for all four interim assessments in reading and writing. • NJPASS was used for Interim B and Interim D in second grade reading, writing and math and Interim D in first grade reading, writing and math. • For math, BRICK Avon Academy Interim A, B, C, D assessment were developed and administered to gauge mastery of previously taught skills and knowledge. <p>Third Grade to Fifth Grade:</p> <ul style="list-style-type: none"> • Benchmark assessments A, B, C and D were utilized for reading, writing and math in grades 3-5. • For science, grade 4 took benchmark assessments A, B, C and third grade took Interim D. • Third grade took STEP during benchmark assessments A, B, C and D. • Scholastic Reading Inventory, Slosson and McLeod were given mid-year to fourth and fifth graders and third graders who tested out of STEP. <p>Sixth Grade to Eighth Grade:</p> <ul style="list-style-type: none"> • Benchmark Assessments A, B, C and D were utilized for reading, writing, social studies, science and math in grades 6-8. • SRI was administered mid-year to all sixth, seventh and eighth grade students. 		
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	<p><u>Third Stage</u></p> <p>Final Assessments</p> <p>For most grades and subject areas, benchmark assessment D was used as the final assessment. The results of the Final Assessments were used to measure student growth from the beginning of the year and to identify strengths and weaknesses in the academic program. Teachers used the results to plan next year's instruction and plan for personal professional development. In addition to benchmark assessment D, the following final assessments are divided into three categories: K-2, 3-5 and 6-8.</p> <p>Kindergarten to Second Grade:</p> <ul style="list-style-type: none"> • Kindergarten students were evaluated on a Habits checklist in reading and writing. <p>Third Grade to Fifth Grade:</p> <ul style="list-style-type: none"> • For reading, 4th and 5th grade students completed the Scholastic Reading Inventory, Slosson and McLeod. • For writing, third, fourth and fifth grade students completed a speculative and explanatory writing prompt. Fourth and fifth graders completed the High Frequency Word Final. • For math, all third, fourth and fifth grade students completed the BRICK Avon Academy Final Exam. • For science, all fourth and fifth grade students completed the BRICK Avon Academy Final Exam. <p>Sixth Grade to Eighth Grade:</p> <ul style="list-style-type: none"> • For reading, sixth, seventh and eighth grade students completed the Scholastic Reading Inventory. • For writing, sixth, seventh and eighth grade students completed a speculative and explanatory writing prompt. • For math, science, and social studies all sixth, seventh and eighth grade students 		
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	<p>will complete the BRICK Avon Academy Final Exam.</p> <p>Summative Unit Assessments</p> <p>Upon completion of a unit, students took a summative assessment to demonstrate mastery of knowledge and skills taught during the unit. These summative assessments were determined prior to the start of the unit and could be either formal or informal. Whatever summative assessment tool is used, all grade level teachers gauged student mastery using identical assessments.</p> <p>Performance Assessments</p> <p>In some cases, teachers decided students could demonstrate knowledge and skills by completing a performance task. These performance tasks could include, but were not limited to, completing an individual or group project, open ended tasks or self-selected activities.</p> <p>Formative Assessments</p> <p>BRICK Avon Academy teachers utilized assessments administered daily, weekly and/or monthly. Teachers used the results to plan the next day's lesson or make adjustments to unit and lesson plans. Formative assessments could include anecdotal notes, weekly quizzes, daily exit slips, in-class tasks and some pieces of homework.</p> <p>NJASK</p> <p>The State of New Jersey administered the NJASK to determine grade appropriate knowledge and skills in reading, writing and science. BRICK Avon Academy teachers embraced the NJASK as one piece of a large assessment puzzle. To this end, BRICK Avon Academy teachers used the NJASK as the model for grade level assessment</p>		
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<p>5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.</p>	<p>Within grades K-5 the school established Grade Level Leaders (GLL) <i>In order to ensure alignment between and among grade levels, each grade has a designated “Grade Level Leader.” The GLL serves as head of his/her Grade Level Team (GLT). Responsibilities include, but are not limited to:</i></p> <ul style="list-style-type: none"> • Serve as lead facilitator at common planning times and other grade level meetings; • Meet with Vertical Team (other GLLs) to establish transparency and coherence among grade levels; • Act as ambassador for grade level; • Meet regularly with leadership team to share information regarding grade level and gather new information to pass on to team; • Coordinate paperwork for GLT (data, assessments, etc.); • Gather instructional resources for GLT based on discussions, observations and data. <p>In grades 6-8 the school established a Department Team Structure with the four Department Leaders: Language Arts, Mathematics, Science and Humanities serving as the Instructional Leaders.</p>	<p>A Core Value of BRICK is Team Value: <i>Stakeholders foster an environment where staff members are committed, not compliant, to the mission of educating children. Creating an exceptionally professional, collegial, and stimulating environment where everyone has adequate support, a real voice, and the tools they need to be triumphant is essential to school culture.</i></p> <p>No person alone can right the ship of a persistently failing school. The BRICK framework fosters an environment where everyone is a leader. To do this, BRICK Avon Academy will form a School Governance Council to ensure that the entire school community is committed to and responsible for the planning, implementation and monitoring of the Educational Plan, School Budget and Operations. Membership will consist of the principal, and at least one stakeholder from each constituency: BRICK, NTU representative; instructional staff; non-instructional staff; parents; students (6-8); and other members of the immediate community.</p> <p>In addition, there will be an Instructional Cabinet that will consist of the Instructional Leader, Vice Principals, Grade Level Leaders, master teachers and Interventionist. The Instructional Cabinet will meet bi-weekly to discuss teacher progress, student progress, intervention planning, and resource allocation for Tier II and Tier III interventions and tracking. Outcomes of these meetings will be fed back to the entire community through soft copy of meeting notes and discussion at grade level team meetings. Within this context the Executive Director and Founder of BRICK works alongside the Principal providing strategic leadership and direction to the school. This includes developing and promoting staff</p>	<p>September 2013 – August 2014</p>
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		institutional capacity and providing opportunities for teacher leaders to share the authority for guiding the learning agenda.	
6. The LEA and school share student progress data with parents and students.	<p>Students reflected on data contained in individual student portfolios, data walls in classrooms, and ongoing discussions with their personal learning mentors. Parents were introduced to the student progress data at an initial meeting at the start of the academic year. This was followed by invitations to participate in the Parent University, which provided a series of activities throughout the year to assist parents to understand what their children were learning, how they were learning and the progress they made.</p> <p>Report Cards for students included formative assessment data (reading levels, benchmark exams, and unit assessments). Parent Conferences were mandated for all students four times a year. These conferences were offered at different times of the day, and for parents who are unable to attend the school either visited the home or provided the information using conference calls. In addition, PowerSchool allowed parents to check on their child's attendance, homework assignments, and grades in real-time. Parents also tracked the formative progress of their child's performance on state standards and school benchmark exams.</p>	The LEA and BRICK Avon will continue to provide online access to parents to view their child's student records, to deliver ongoing progress reports through multiple means, and to allow for regular face-to-face or telephone conferences to all parents. The school will also assure that parents are provided ongoing technical support to be able to make full use of all available data.	September 2013 – August 2014

Barriers of Year 2 Implementation	
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Turnaround SIG Required Activity – 8: Establish schedules and implement strategies that provide increased learning time for all students.

“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The SEA, LEA, and school are familiar with evidence-based practices to provide increased learning time.</p>	<p>NPS and BRICK increased learning time for teachers and student by over 260 hours. Extended learning time was adjusted after year 1 based upon the suggestions of the staff, parents and community. In addition, the LEA and BRICK partnered with NJPAC to provide dance, music and visual art classes to the students.</p> <p>The LEA and BRICK conducted a needs assessment and increased learning time by:</p> <ul style="list-style-type: none"> • Extending the school day by 70 minutes = 215/hrs • Creating a two week summer teacher institute = 60/hrs • Providing each child at least four extended learning opportunities “Saturday excursions” = 32/hrs <p>The 70 minutes added to each day was used to address the individual needs of students. Time was added to the Language Arts and Math block to provide additional time for tier II and tier III interventions. Each child attended “Saturday Excursions” throughout the school year. These excursions were tailored to expose students to unique learning opportunities that are not available within the four walls of their classroom. The goal was to create a continuum of instruction and content through the summer vacation for students. BRICK in conjunction with Building Educated Leaders for Life (BELL) received a matching grant from the</p>	<p>BRICK Avon plans to continue all year 2 increased learning time protocols through year 3.</p>	<p>September 2013 – August 2014</p>

	<p>Victoria Foundation to provide a five week summer program to the students of BRICK Avon Academy. In the BELL summer programs students typically gain 3 months or more in literacy and math skills. In contrast, the average student living in a low-income neighborhood loses more than 2 months' grade-equivalent reading and math skills during summer break.</p> <p>To address the needs of our tier 2 students a targeted after school enrichment program was offered.</p>		
<p>2. The LEA and school identify community needs and partnership opportunities.</p>	<p>Our students disproportionately experience the conditions associated with socioeconomic disadvantages and racial isolation that have been well documented in urban communities. The groundwork for partnering with the community started with the collaboration between NPS and BRICK. As written in the draft MOU, "BRICK emerged from a collaborative effort to create a new model for delivery of NPS educational services in Newark, to improve schools and school communities, to develop best practices, and to share them throughout the district." BRICK has taken the lead in creating, filtering, and strategically aligning partnerships to help execute the BRICK mission. Thus far, BRICK has been able to secure additional funding from philanthropic organizations, built partnerships with community organizations, and created a volunteer base to help tutor struggling kids. As an expansion of the outreach program, a Parent University parent involvement program was developed. The Parent University provided crisis intervention, therapeutic counseling, case management, and education classes to the families within the BRICK Avon Academy community. Program activities included, but were not limited to:</p> <ul style="list-style-type: none"> • Design and manage a family budget; 	<p>The neighborhood served by BRICK Avon Academy is one of the top five crime-ridden areas in Newark. Students come from single-family homes, public housing, apartments, and temporary housing for the displaced. Over 90% of our student population qualifies for free lunch.</p> <p>BRICK Avon will continue the Parent University involvement program to provide crisis intervention, therapeutic counseling, case management, and education classes to the families within the BRICK Avon Academy community.</p> <p>These programs would happen monthly with a goal of providing at least four programs for parents to attend.</p>	<p>September 2013 – August 2014</p>

	<ul style="list-style-type: none"> • Family Literacy Nights; • Family Math Nights; • Family Movie Nights; • Conversation Dinners (Potluck); • Family breakfasts events; • Income tax preparation; • Negotiate various social services; • Find affordable and reliable day care and health care services; • Manage supervised parental visits while working to reunify the family; • Locate appropriate and accessible community services. <p>The LEA and BRICK recognize a strong parent link must be created to build a global school, and that will happen by healing the community that we serve.</p>		
3. The LEA allocates funding for extended learning programs.	<p>The LEA continued to support the breakfast and nutritional snacks program for extended learning hours.</p> <p>The LEA provided a targeted after school program that geared towards students who are in Tier 2.</p> <p>The LEA provided resources to support a summer program for students at BRICK Avon Academy.</p>	<p>The LEA has agreed to allocate funds for extended learning hours. This will include stipends for staff.</p> <p>The LEA will also continue to support the breakfast and nutritional snacks program for extended learning hours.</p> <p>The LEA will provide a targeted after school program that the school will gear towards students who are in Tier 2. In the after school program, students will attend a three-day program where they will receive targeted interventions in the subjects where they have been identified as needing additional help. The LEA will provide resources to support a summer program for students at BRICK Avon Academy.</p> <p>The LEA, the school, and BRICK will also seek outside funding, or payment in kind, from philanthropic organizations and local businesses to provide assistance with community and families.</p>	September 2013 – August 2014
4. The LEA supports school leadership in developing and sustaining community partnerships.	The LEA collaborated with BRICK which manages all school partnerships. BRICK developed a range of committees and working	The LEA will support school leadership in creating and sustaining all school partnerships. BRICK will maintain	September 2013 – August 2014

	groups to coordinate parent and community partnerships. The LEA also supported community partnerships by employing a full time parent liaison.	committees and working groups to coordinate parent and community partnerships, and the LEA will continue to employ a full time parent liaison.	
5. The LEA provides PD to ensure that extended learning programs are aligned with the school curriculum.	The LEA and BRICK provided PD for staff to support the extended learning program's alignment with the school curriculum. A representative from the school administration met once a month to make sure the program was aligned with the school curriculum and mission.	The LEA and BRICK will continue to provide ongoing PD for staff which will ensure that the extended learning program is aligned with the school curriculum. All extended learning programs will meet with a representative from the school administration once a month to make sure the program is aligned with the school curriculum and mission.	September 2013 – August 2014
6. The LEA and school have a system of assessing the progress of the extended learning program and using data to guide instructional changes.	Data Dashboard is a tool for principals used to support planning. The tool was also available to parents. Some of the categories that are reviewed are: A. Student Demographic/ Profile --Ethnicity / Education Status / ELL / Free Reduced / Low Performers B. Student Progress --Students earning 30 or more credits in a year --Trends Over Time: Credits earned by HS year, credits earned by struggling students, and progress towards graduation by students – schools. --Performance of School – students against state proficiency standards C. Attendance / Absenteeism D. Student Performance E. Student Mobility	Data Dashboard will continue to be used to support planning. The tool will also be available to parents so that they may better understand school programs. The district developed an assessment instrument in year 1 of the grant to gauge the planning and implementation of extended learning time. The principal and SIG Office independently assess the school program, and then compare results to calibrate expectations. The tool is based on research in effective ELT practices in the areas of: Staff efficacy, Collaboration, Congruence / coherence, Planning and direction, Community support, and Institutional support.	September 2013 – August 2014
Barriers of Year 2 Implementation	Late notification from NJDOE to LEA regarding receipt of grant awards impacted school decisions about budget, staffing and programs in the area of professional collaboration, since supplemental pay lines were not funded right away.		

Turnaround SIG Required Activity – 9: Provide appropriate social-emotional and community-oriented services and supports for students.

Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
<p>1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.</p>	<p>Teachers will work collaboratively to create comprehensive, rigorous long term plans, unit plans, and lesson plans using Wiggins and McTigue’s <i>Understanding By Design</i> method of backwards planning. Collaborative planning will ensure that grades are vertically aligned and articulated so that each grade builds upon the next. Through diagnostic tests, teachers will meet students at their individual academic levels, including students with special needs and English language learners. Teachers will use formative and summative assessments to gather real-time data to inform their individual, small group, and whole class instruction. Through tracking and precise planning, all students will approach grade level at a developmentally appropriate rate.</p>	<p>In year 3, Avon teachers will not use Wiggins and McTigue’s <i>Understanding By Design</i> method of backwards planning as was implemented in year 2. Other initiatives from year 2 will continue to be implemented.</p>	<p>September 2013 – August 2014</p>
<p>2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; develops joint financing of facilities and programs with community and local government).</p>	<p>BRICK formed a strong public-private partnership with the Newark Public Schools (NPS), with the purpose of building a school community that develops globally-minded students. BRICK, LEA and the Community Relations Coordinator worked closely with the School Leadership team to develop effective community partnerships. Also in year 2, the dental and medical mobile command unit was deployed to the school for 20 hours per month to provide comprehensive services to the students of BRICK Avon Academy.</p>	<p>BRICK Avon Academy plans to build a strong school community that develops globally-minded students. BRICK, LEA and the Community Relations Coordinator will work with the School Leadership team to maintain community partnerships. BRICK has partnered with Strong Healthy Communities Initiative (SHCI) to collaboratively transform individual and community health. The grant will holistically address the unequal conditions (healthcare, housing, foods, safety, and social, structural and physical environment) in low-income neighborhoods that result in poor health and achievement and linking efforts to education and workforce systems.</p>	<p>September 2013 – August 2014</p>
<p>3. Schools involve a broad representation of parents, community members, school staff,</p>	<p>The school developed a Community Partnership Committee involving students, parents, staff, and other stakeholders to</p>	<p>The school will continue its Community Partnership Committee to develop and review services to be offered at the school site. The</p>	<p>September 2013 – August 2014</p>

and other stakeholders in planning and implementing services offered at the school site.	develop and review services to the school.	committee will meet alternating months to discuss matters that pertain to the school.	
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The school provided PD, facilitated by external partners with experience and expertise in community-based learning, and included community partner organizations working alongside teachers on educational programming and curricular integration. These activities were designed to enable staff members to gain confidence to actively embrace and work effectively with partnership organizations.	The school will continue to provide a range of PD geared toward community-based learning, and will continue to include community partner organizations in educational programming and curricular integration..	September 2013 – August 2014
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement.	Community leaders were actively encouraged to visit the school and be guest leaders both at staff PD and community events. Avon offered 2-3 parent technology / math workshops monthly. In year 2 community partners included Newark Youth Corps, Big Brothers/Big Sisters, and Perform Care (a health-related community service organization). The school established a Community Partnership Committee which reports to all stakeholders. In addition, the school sought individuals and organizations to provide curriculum enhancing programs to our students.	Community leaders will be actively encouraged to visit the school and be guest leaders both at staff PD and community events. The school will continue the Community Partnership Committee, and will continue to encourage and seek individuals and organizations to provide curriculum enhancing programs to our students.	September 2013 – August 2014
Barriers of Year 2 Implementation	Late notification from NJDOE to LEA regarding receipt of grant awards impacted school decisions about budget, staffing and programs, in that providers could not be engaged until the second quarter.		

Turnaround SIG Required Activity – 10: Establish a system to collect data for the required leading indicators for schools receiving SIG funds.			
The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	The SEA has established processes and procedures to collect and analyze data at various key points during the year. The quarterly site visits conducted by the State included analysis of data provided by the school, as well as data collected via walk-throughs.	The SEA will continue to collect and analyze data at key points during the year. The school and its external lead partner will produce quarterly reports on progress against all nine leading indicators and the respective success criteria. These reports will highlight key successes and areas for development. The school will also report the results of <ul style="list-style-type: none"> • Diagnostic Assessments given in August; • K-5 benchmark exams in math, writing and reading given three times throughout the year; • 6-8 benchmark exams in math, social studies, science, writing and reading given three times throughout the year; • Summative assessment for math, ELA, social studies and science in June. 	September 2013 – August 2014
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The LEA and the school have data systems in place which allow for the collection and transfer of data and the production of report information on all nine leading indicators. (Powerschool, STEP tracker and SAM)	The LEA and the school will continue to use the Powerschool, STEP tracker and SAM data systems to collect and organize data and produce information on all nine leading indicators.	September 2013 – August 2014

Barriers of Year 2 Implementation	
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Turnaround SIG Permissible Activity – 11: A turnaround model may also implement other strategies.			
The strategies include: <ul style="list-style-type: none"> (i) Any of the required and permissible activities under the transformation model; (ii) A new school model (e.g., themed, dual language academy). (iii) Implement a high-quality preschool program that is designed to improve the health, social-emotional outcomes, and school readiness for high-need young children, or (iv) Replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). 			
Evidence of Implementation Indicators	Year 2 Implementation Description	Year 3 Project Description	Year 3 Timeline
New governance arrangement	As pointed out throughout this SIG grant application, NPS entered into a partnership with Building Responsible Intelligent Creative Kids to create a school that would be ranked as an International Knowledge School. BRICK has been working in collaboration with NPS to change the academic outcomes of the students who attend BRICK Avon Academy. The MOU between BRICK and NPS allowed for BRICK to operate within a different governance structure to allow the school to be innovative in addressing the varying needs of the students who attend BRICK Avon Academy.	Avon Academy plans to continue its partnership with BRICK in year 3.	September 2013 – August 2014
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	BRICK Avon Academy implemented a school wide social skills program to promote social and emotional skills that underpin effective learning, positive behavior, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in the school. Also, the school implemented a common purpose and approach to discipline throughout the school. In the 2010 -2011 school year the school community investigated different holistic approaches to changing school culture. After a careful analysis of different programs the school selected Responsive Classroom	<p>In year 3, the School will implement the Advisory Program that was thoroughly investigated in year 2.</p> <p>Continue</p>	September 2013 – August 2014

	<p>program for K-5 and Developmental Designs for grades 6-8. Both programs have intensive research to support their programs and are widely used throughout the United States. A study conducted by Dr. Stephen N. Elliott concluded that students exposed to Responsive Classroom practices over the course of a school year generally were perceived to exhibit higher levels of social skills and fewer problem behaviors than those with limited or no exposure. Most importantly the findings help across racially diverse sub-samples.³ The fundamental of both programs is that enjoyable relationships are the foundation for success in school. This fundamental will sit well with the population that we serve. Some of the practices that teachers were trained on:</p> <ul style="list-style-type: none"> • Using practices such as Morning Meeting, rule creation with students, modeling, and role-playing with the whole class; • Using further modeling, additional role-playing, and individual written agreements with students who need more intensive supports; • Using positive reinforcing and reminding teacher language; • Doing group reflection activities such as compliment circles and closing circles. <p>The school addressed the development of students' social skills by:</p> <ul style="list-style-type: none"> • Instituting a school wide discipline tracker / reward system (BRICK bucks); • Developing a safe space for extreme behavior situations (Behavioral Specialist); 		
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³ *The Responsive Classroom Approach: Its Effectiveness and Acceptability*, (1995) Dr. Stephen N. Elliott

	<ul style="list-style-type: none"> • Providing collaboration time for teachers regarding common students; • Arranging for professional development on dealing with different social and behavior issues; • Providing school embedded social services for children; • Offering extended learning opportunities; • Creating an on-line centralized system for documentation for IR&S; • Implementing a peer mediation program for students. <p>The school investigated all aspects of implementing an Advisory Program during year 2.</p>		
Using and integrating technology-based supports and interventions as part of the instructional program	<p>All teachers appointed to BRICK Avon Academy were evaluated for their knowledge, interest and commitment to the use of technology-based supports and interventions as part of the instructional program.</p> <p>This included how well the teacher:</p> <ul style="list-style-type: none"> • Articulates that technology is an essential component in planning and delivering instruction; • Details how technology can/has been used to increase student achievement; • Demonstrated an understanding of technology (knowledge of how to use, discussion of e-board, clickers, etc.). 	BRICK Avon Academy will continue to evaluate appointees for their knowledge, interest and commitment to the use of technology-based supports and interventions	September 2013 – August 2014
Response-to-Intervention	<p>We initiated a whole school Response to Intervention (RTI) system. The RTI model provided a framework in which data can be relied on as the basis for judgments to provide students with interventions to accelerate their rate of learning. The program included hiring additional Master Teachers for Math and Literacy, an additional Social Worker and an additional Guidance Counselor to help assist in addressing the</p>	The LEA and BRICK plan to continue the whole school Response to Intervention (RTI) model implemented in year 2.	September 2013 – August 2014

	<p>needs of children.</p> <p>As recommended by the RTI action network, the school adopted a three tier process:</p> <ul style="list-style-type: none"> • Tier I: High-Quality Classroom Instruction, Screening, and Group Interventions. • Tier II: Targeted Interventions. • Tier III: Intensive Interventions and Comprehensive Evaluation. <p>Students in tier I were addressed with the traditional teacher in the classroom. Students in tier II were addressed by the classroom teachers, Guidance Counselors and the Vice Principal. The students in tier III received at least three sessions per week of pull out instruction in the subject they need additional help. This includes:</p> <ul style="list-style-type: none"> • Robust data system (Multiple data points); • Scaffold Instruction (Tiered instruction); • High quality Interventions. <p>The Academic Interventionists were the main drivers providing additional support for the RTI program. The Academic Interventionists concentrated on tier III students and worked with the overflow from tier II. Changing the ratio of teacher to Academic Interventionists from 30:1 to 15:1 allowed the Academic Interventionists to work with teachers in meeting the needs of tier II and tier I students.</p>		
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Barriers of Year 2 Implementation	
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Form S-7

Date: June 5, 2013

Revised: July 19, 2013 Revised: Aug. 9, 2013

ANNUAL STUDENT TARGETS

LEA : Newark Public Schools

Name of School: BRICK Avon Academy

GRADE SPAN & SUBGROUP	LANGUAGE ARTS						MATH					
For Each Grade Span: <u>3-8</u>	Other Measure	2011 Base line	2012 Target	2012 Out come	2013 Target	2014 Target	Other Measure	2011 Base line	2012 Target	2012 Out come	2013 Target	2014 Target
Total Students	NJ ASK	19.7	26.4	20.9	33.1	39.8	NJ ASK	26.1	32.3	36.5	38.5	44.7
Students with Disabilities	NJ ASK	7.2	14.9	*	22.6	30.3	NJ ASK	16.9	23.8	17.9	30.7	3706
Limited English Proficient Students												
White												
African-American	NJ ASK	18.6	25.4	21.2	32.2	39.0	NJ ASK	25.1	31.4	35.9	37.7	44.0
Asian/Pacific Islander												
American Indian/Native American												
Hispanic												
Others												
Economically Disadvantaged	NJ ASK	20.2	26.9	21.8	33.6	40.3	NJ ASK	27.0	33.1	37.5	39.2	45.3

* NCLB suppression rules apply for this subgroup.

Analysis of Year 1 Outcomes
<p>Avon met mathematics targets, with the confidence interval applied for the <i>students with disabilities</i> subgroup, but did not meet targets for LAL. Factors influencing the low performance in LAL include:</p> <ul style="list-style-type: none"> • Low expectations of staff and students • Low level of rigor in LAL instruction • Administrative monitoring of LAL curriculum content and pacing was insufficient. <p>Avon plans to step up efforts to assure greater uniformity and rigor by including relevant data points in informal classroom observations and walkthroughs.</p>

Form S-9

Date: June 5, 2013

Page ____ of ____

BUDGET AMOUNT AND NARRATIVE

LEA : Newark Public Schools

Name of School: BRICK Avon Academy

BUDGET NARRATIVE

School Name:	Year 3		
	Approved in Original 2011-2012 Application	2013-2014 Requested	Estimated Amount To Be Carried Over from 2012-2013
LEA (5% administrative)	\$35,298	\$99,524	\$0
School	\$1,964,702	\$1,900,476	\$0
Final Budget Request	\$2,000,000	\$2,000,000	\$2,000,000
Year 3 Estimate		\$2,000,000 (\$1,741,500 approved)	

BUDGET NARRATIVE

Year 3 Budget Narrative including the estimated carryover

S-10
BUDGET DETAIL FORM A
Personal Services - Salaries
Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant	
SCHOOL NAME: BRICK Avon Academy	

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
8.1.2, 8.1.3, 8.1.4	100-100	Supplemental pay for certified and substitute teachers (extended learning time)	1 hour district negotiated stipend \$3,000 x 50 teachers = \$150,000 Revised : The stipends were negotiated by the NTU and District for all Renew schools. A flat pensionable \$3,000 for 1 hour per school day.	\$150,000
8.1.2, 8.1.3, 8.1.4	100-100	Supplemental pay Teacher Aides (extended learning time)	1 hour district negotiated stipend \$3,000 x 15 aides = \$45,000 Revised : The stipends were negotiated by the NTU and District for all Renew schools. A flat pensionable \$3,000 for 1 hour per school day.	\$45,000
6.1.1, 6.1.3, 6.2.3, 6.2.4	100-100	Reading Academic Interventionist (2)	Full time position: \$60,000 x 2 x 100%	\$120,000
6.1.1, 6.1.3, 6.2.3, 6.2.4	100-100	Math Academic Interventionist (1)	Full time position: \$70,000 x 1 x 100%	\$70,000
			Total 100-100	\$385,000
6.1.6, 6.1.7, 6.2.8	200-100	Master Teacher (2)	Full time position: \$97,000 x 2 x 100% =	\$194,000
6.1.6, 6.1.7, 6.2.8, 6.2.9, 6.2.10	200-100	Support Staff (nurse) ELT	1 hour district negotiated stipend \$3,000 x 1 Nurse = \$3,000 Revised : The stipends were negotiated by the NTU and District for all Renew schools. A flat pensionable \$3,000 for 1 hour per school day	\$3,000
5.1.2, 5.1.3	200-100	School Clerk - extended school day	1 hour district negotiated stipend \$3,000 x 2 Clerks= \$6000. Revised : The stipends were negotiated by the NTU and District for all Renew schools. A flat pensionable \$3,000 for 1 hour per school day	\$6,000
8.1.1, 8.1.2, 8.1.4	200-100	Supplemental pay for instructional staff chaperones for Saturday Extended Learning Excursions	\$37/hr x 8 hours/day x 8 days x 27 staff	\$63,936
6.1.6, 6.1.7, 6.2.8	200-100	Instructional Specialists	Full time position: \$97,000 x 2 x 100% =	\$194,000

10.1.2, 10.2.3, 10.3.4	200-100	SIG Project Director	85% (\$124,444)/3 schools = \$35,259	\$35,259
10.1.2, 10.2.3, 10.3.4	200-100	SIG Accountant	85% (\$56,659)/3 schools = \$16,053	\$16,053
10.1.2, 10.2.3, 10.3.4	200-100	SIG Lead Teacher	85% (\$55,038)/3 schools = \$15,594	\$15,594
10.1.2, 10.2.3, 10.3.4	200-100	Supplemental Pay, SIG Lead Teacher (July and August, 2014)	\$37/hour x 6 hours/day x 5 days x 8 weeks = \$8,880/3 schools	\$2,960
			Total 200-100	\$530,802
			Total 100-100 and 200-100	\$915,802

S-11
BUDGET DETAIL FORM B
Personal Services – Employee Benefits
Function & Object Code 200-200

NGO TITLE: School Improvement Grant	
SCHOOL NAME: BRICK Avon Academy	

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 14.25%	PERS 5.00%	WRKR'S COMP 1.39 %	UNEMPLOY. 0.00 %	DISABIL. 3.50 %	HEALTH Flat fee \$8,525	OTHER SPECIFY: Per Empl \$3,166	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Certified Teachers	150,000	11,475	21,375		2,085					23.29%	34,935
Teacher Aides (ELT)	45,000	3,443	6,413		626					23.29%	10,481
Academic Reading (2)	120,000	9,180	17,100		1,668			17,050	6,332	42.78%	51,330
Academic Math	70,000	5,355	9,975		973			8,525	3,166	39.99%	27,994
Master Teacher	194,000	14,841	27,645		2,697			17,050	6,332	35.34%	68,565
Support Staff (ELT)	3,000	230	428		42					23.29%	699
School Clerks (ELT)	6,000	459		300	83					14.04%	842
Saturday Extended Learning Excursions	63,936	4,891			889					9.04%	5,780
Instructional Specialists (2)	194,000	14,841	27,645		2,697			17,050	6,332	35.34%	68,565
LEA SIG Project Director	35,259	2,697	5,024		490		1,234	2,842	1,056	37.85%	13,344
SIG Accountant	16,053	1,228		803	223		562	2,841	1,055	41.81%	6,712
SIG Master Teacher	15,594	1,193	2,222		217		546	2,841	1,055	51.77%	8,074
SIG Master Suppl	2,960	226			41					9.04%	268
TOTAL	915,802	70,059	117,827	1,103	12,730	-	2,342	68,199	25,328	32.49%	297,586

S-12
BUDGET DETAIL FORM C
Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300

NGO TITLE: School Improvement Grant	
SCHOOL NAME: BRICK Avon Academy	

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
4.1.1, 4.1.2, 4.1.7, 4.1.14	100-300	School embedded social emotional supports to increase student achievement, not limited to vendors listed : \$30,000 = Playworks (School embedded social development to help students build teamwork, cooperation, spark their imagination and creativity; \$30,000 Consultant Barbara Robinton -Group and Individual Behavioral health counseling for students identified through the Intervention Referral Systsm ; \$50,000 Youth Development Clinic = Group and Individual Behavioral health counseling for students identified through the Intervention Referral System ; \$40,000=Individual Consultants to provide school embedded social development club activities. Through these varied projects, we expect to reach every child in our school with at least one SEL support program.	\$1,000.00	150	\$150,000
		Total 100-300			\$150,000
4.3.7, 4.3.8, 4.3.9, 4.3.11	200-300	Job embedded Professional Development to Improve Classroom Instructional Practices for all teachers @ \$1,100/day x 150 days = \$165,000. Revised : Job embedded Professional Development to Improve Classroom Instructional Practices for all teachers, not limited to vendors listed: \$30,000 Blue Print Learning- PD for 4th-8th ELA; \$30,000= Writing Matters - PD for Non-Writing Teachers; \$50,000 Expeditionary Learning-PD around EP framework; Because supplemental pay was negotiated at a much lower rate than last year, increased funds became available for professional development. Additional PD in ELA instruction (from 90 days to 150 days) is planned to address identified weaknesses.	\$1,100.00	100	\$110,000

4.3.7, 4.3.8, 4.3.9, 4.3.11	200-300	Job embedded Professional Development to improving practice around student social development @ \$2,000 x 25 days = \$50,000. Revised: PD Around social emotional support to increase teacher skills in handling challenging behavior. These services support the direct services provided in 100-300 by enhancing staff ability to complement the efforts of external providers and help students develop beneficial social emotional skills.	\$2,000.00	25	\$50,000
		Total 200-300			\$160,000

S-13
BUDGET DETAIL FORM D
Supplies and Materials
Function & Object Codes 100-600 and 200-600

NGO TITLE: School Improvement Grant	
SCHOOL NAME: BRICK Avon Academy	

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
6.2.6, 6.2.7, 6.2.8, 6.2.10	100-600	Computers: 8 computers x 8 classes. \$700 x 64 = \$44,800	\$700.00	64	\$44,800
6.2.6, 6.2.7, 6.2.8, 6.2.10	100-600	Intervention Supplemental Books for Tier 2 and 3 students (300 x \$50.00)	\$50.00	300	\$15,000
6.2.6, 6.2.7, 6.2.8, 6.2.10	100-600	Tablet handhelds to differentiate instruction to work with Tier II and Tier III students	\$750.00	18	\$13,500
6.2.6, 6.2.7, 6.2.8, 6.2.10	100-600	SMART Response PE System with 24 student remotes. The set includes 24 students remotes, receiver and a carrying case	\$1,198.50	7	\$8,390
		Total 100-600			\$81,690

S-14
BUDGET DETAIL FORM E
Equipment
Function & Object Codes 400-731 and 400-732

NGO TITLE: School Improvement Grant	
SCHOOL NAME: BRICK Avon Academy	

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PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
6.2.8, 6.2.12, 6.2.16	400-731	Equipment needed: Smart Boards (with needed projector, materials) to increase learning time and rigor, facilitate team teaching and curriculum alignment	\$2,432.00	6	\$14,592
Total 400-731					\$14,592

S-15**BUDGET DETAIL FORM F**

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

NGO TITLE: School Improvement Grant	
SCHOOL NAME: BRICK Avon Academy	

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
8.2.5, 8.2.6, 8.2.7	100-800	Admission fees for students to various Saturday Excursions 650 students x 7 Excursions x \$11.00/student sample Excursion, but not limited to: Turtle Back Zoo (Science Alignment), Broadway Shows (Physical and Vocal Art Classes Alignment, Bronx Science Museum (Science Alignment), YMCA Ropes Course (Student Development Alignment)	\$50,050
		Total 100-800	\$50,050
8.2.5, 8.2.6, 8.2.7	200-500	Transportation for Saturday Extended Learning Excursions. (Money allocated for buses for Saturday Excursions, above the normal NPS allocated amount for buses. 15 buses x 8 trips x \$200 per bus)	\$24,000
		Total 200-500	\$24,000
3.1.4, 3.1.6, 3.1.7	200 - 800	Staff Incentives to award growth and student achievement (Professional Development Activities such as national board certification and Technology mini Grants) 8 Overall Data Awards \$2,000 (Mini Grant) = \$16,000; 12 Technology grants = \$24,000; 5 Professional Development Grants (including travel) = \$7,780	\$47,780
		Total 200-800	\$47,780

Form S - 17
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Newark Public Schools

School Name: BRICK Avon Academy

County/LEA/School Code: 13 / 3570 / 220

NGO Title: School Improvement Grant (Cohort 2 – Year 3)

NGO#: 13 - SG06 - H03

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			SIG LEA COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 &4 (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
INSTRUCTION						
Personal Services - Salaries	100-100			385,000		
Purchased Professional & Technical Services	100-300			150,000		
Other Purchased Services	100-500					
Supplies and Materials	100-600			81,690		
Other Objects	100-800			50,050		
SUBTOTAL - INSTRUCTION				666,740		
SUPPORT SERVICES						
Personal Services - Salaries	200-100			530,802		
Personal Services – Employee Benefits	200-200			297,586		
Purchased Professional & Technical Services	200-300			160,000		
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			24,000		
Travel	200-580					
Supplies and Materials	200-600			-		
Other Objects	200-800			47,780		
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				1,060,168		
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			14,592		
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				14,592		
TOTAL COST				1,741,500		

Business Administrator

Date